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ABSTRACT

GRADES OR AGES: Grades 10-12. SUBJECT MATTER: Health Education--includes chapters on a) nutrition; b) disease prevention and control; c) tobacco; d) alcohol; e) drugs; f) personality development; g) family life and sexuality; h) environmental, public, and world health; i) consumer health; and j) safety, first aid, and survival education. ORGANIZATION AND PHYSICAL APPEARANCE: Each chapter is broken down into an overview, a list of objectives, a list of major concepts, a content outline, a list of learning and evaluative activities, and a list of resources. OBJECTIVES AND ACTIVITIES:: Lists for both objectives and activities are included for each chapter. INSTRUCTIONAL MATERIALS: References are listed for each chapter. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed. (PB)

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Cover Credits:

The theme of this Health Curriculum Guide Cover is growth. Health is physical, mental, emotional, social, and spiritual growth encompassing every phase of an individual's life. Health instruction, an expanded area of our school curriculum, is learning this growth and therefore helping to meet the needs of each student.

The cover for this guide was designed and drawn by Diane Carloni. Diane is a 1974 graduate of Homer Central High School. She has taken some art instruction as a student at Homer. Diane will attend S.U.N.Y. at Oswego in the fall.

Cortland-Madison Board of Cooperative Educational Services

McEvoy Educational Center

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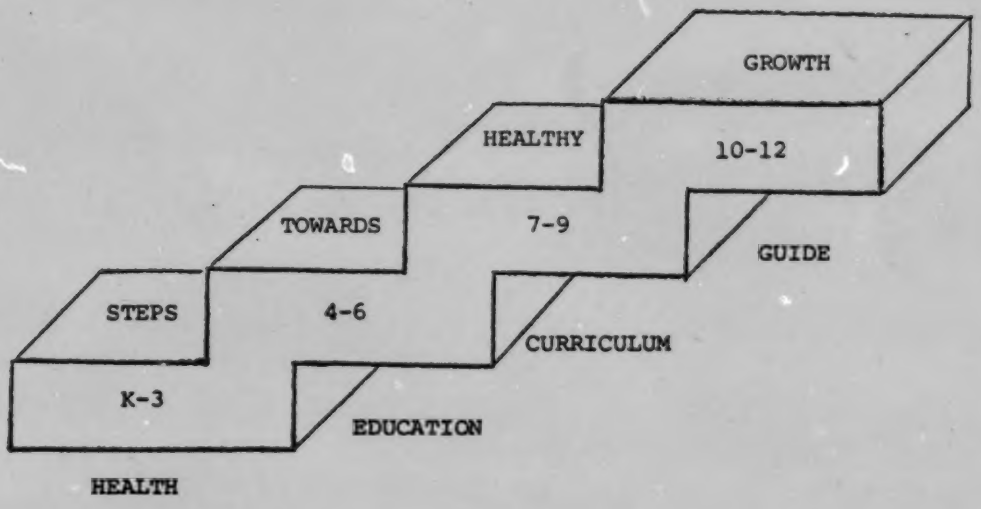
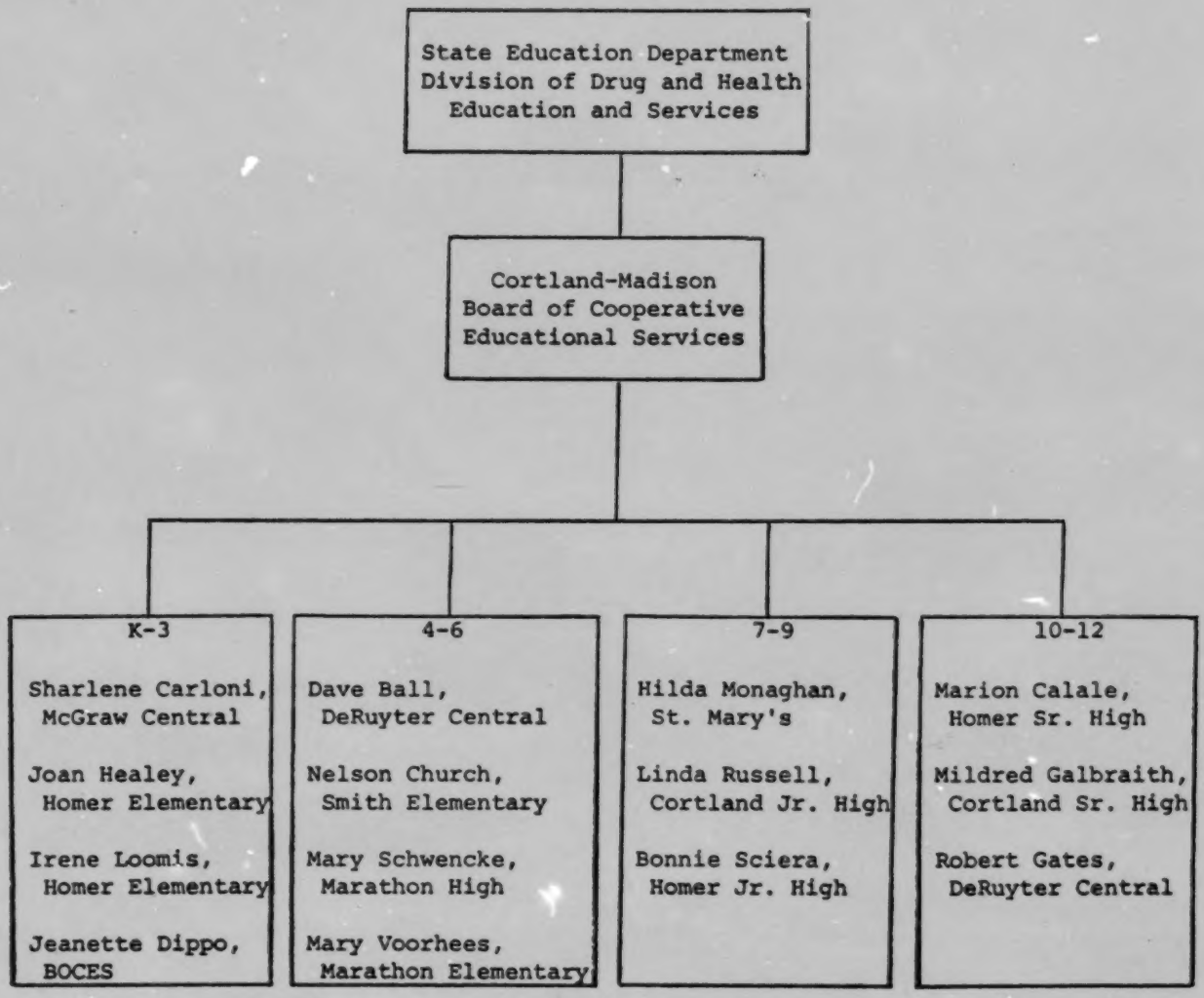
Cortland, New York 13045



Grades 10-12

First Edition
January 1975

Curriculum Development Committee



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Cortland-Madison BOCES

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

McEVOY EDUCATIONAL CENTER
CLINTON AVENUE EXTENSION
CORTLAND, NEW YORK 13045

January 2, 1974

Dear Educators:

HEALTH
True or False

_____ Commercial medicines can be used safely if the dose and content are on the label.

_____ The use of "pep" pills or sleeping pills does not require medical supervision.

_____ Legislation guarantees the reliability of any advertised medicine.

_____ Toothpaste is effective in killing germs in the mouth and in preventing cavities.

_____ Fluoridation purifies water for drinking purposes.

_____ Food should never be stored in an opened can, even in a refrigerator.

In a nationwide survey, 70% of high school students endorsed the above statements. Yet all are false. This is an example of the serious misconceptions about health which cry out for modernized school health instruction. So concludes a study sponsored by the NEA, AMA, Office of Education, U.S. Public Health Service, and National Congress of Parents and Teachers.

We, in the schools of Cortland County, are fortunate to have for the past two years, a very dynamic program of Health and Drug Coordination. These Curriculum Guidelines which have been developed through this dynamic program of Health and Drug Coordination, will help to provide better Health Education in our County and thus help to eliminate the deficiency in health education as shown by the previous quiz.

We appreciate the cooperation and coordination that has taken place to make the Health Program within the Cortland County Schools the outstanding one that it now is.

Walter G. Franklin

Walter G. Franklin/jb
District Superintendent

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Forward

The end-product of the two-week summer curriculum construction workshop funded by the Division of Drug and Health Education and Services, SED and sponsored by the Cortland-Madison BOCES reflects the consorted efforts of many persons. The knowledge and expertise of the individual curriculum developers/writers are most worthy of recognition. Other published/printed materials served as foundations for the curriculum subsequently developed. Most notable among these are:

1. Health Education Guide: A Design for Teaching
   Morris Barrett, M. P.H.
   Health Education Associates, Ltd.
   Box 61
   Wynnewood, Pennsylvania 19096

2. School Health Education Study
   1201 16th Street, N.W.
   Washington, D.C. 20036

3. The Healthful Living Program
   Laidlaw Brothers
   River Forest, Illinois 60305

4. Health and Growth Series
   Scott, Foresman and Company
   Glenview, Illinois 60025

Individual New York State Strand Prototype recommendations and Computer-Based Resource Unit suggestions were prime considerations in placement of Behavioral Objectives, Concepts and Content materials.

Introduction

The specific goals of a health education program can be as many and varied as life itself. However, optimal health is dependent upon the interactions of knowledge, attitudes and behavior. The health education program should establish an approach to concepts, generalizations, understandings, facts, values and applications, basic skills, and decision-making processes which can serve as keys to good physical, mental, social, emotional, and spiritual well-being. All participants in the school health education program, including teachers and administrators as well as students, should be assisted in working towards:

1. Acquiring an understanding of his own physical, mental and social health.
2. Developing responsibility toward his own and community health.
3. Acquiring an understanding that the goals of good health result from individual practices and maintenance of those mental, physical, and social habits selected as desirable and good by society and the individual.
4. Acquiring an appreciation of the value of a healthful life.
5. Encouraging systematic development of individual human potential for health, growth and happiness.

There are certain elements necessary for success of a health education program that cannot be written into a curriculum guide. These essential elements come from within the individuals responsible for implementing and carrying out the program:

1. Commitment on the part of administrators and teaching staff to a belief in the value and potential of health education is most important.
2. In view of the definition of health in terms of its psychological physiological, sociological aspects, there needs to be, more than in any other curriculum area, a willingness to work together and lend support in setting up and maintaining a good school health education program - one which is prevention-oriented and clearly above and beyond the minimal requirements for drug and health education as delineated in the Rules of the Board of Regents and the Regulations of the Commissioner of Education.
3. It is possible to improve the classroom experiences of health education students through sincere desire by all directly involved to utilize to the greatest advantage appropriate resources (including those of a human nature) and/or other quality teaching aids, materials and devices which are made available.
4. Support for the concept of student participation and involvement in their own learning is a most meaningful part of a sound health education program. Provision should be made for a diversity of learning approaches including extension of learning into multi-community settings.

A Statement on Philosophy of the School Health Program

Health is an integral aspect of every phase of life. Without health man cannot function effectively in his society. Health can, therefore, be considered not only biological, but psychological and sociological well-being as well.

The School Health Program, which includes all functions and services designed to promote the optimum health in each child, is a flexible blueprint aimed at assisting students in developing into independent, responsible adults. It would seem that no one, be it student or adult, can be independent and responsible unless he is equipped with the health necessary to be so; health that is, in part, imparted by knowledge and understanding of the forces which work in his environment and control his physical and emotional well-being. It is for this reason that, with the guidance of State legislation and the local Board of Education, the School Health Program endeavors to supplement parental responsibility in this realm.

As a result of imparted knowledge, understandings, and good health habits and attitudes, we would hope to kindle, promote, and help each child achieve a state of physical, social, emotional, intellectual and spiritual well-being that would be conducive to such academic learning as the student was capable of acquiring. In short, we aim at helping the student to "become all he is capable of being." This is based on the assumption that health, not being an end in itself, is a means to an end ---- a happy, fruitful life.

The School Health Program itself consists of three main synthetic divisions which should exist in name only since their interworkings are essential to a successful program - Health Services, Healthful School Environment, and Health Instruction. The effective and flexible program must originate with the needs and interests of the individual. From this basis, it should continue to meet the needs of the family, community, nation, and the world...

Implementation of a School Health Program

Whatever the organizational plan, the only significant test of its worthwhileness is the effect which it brings to bear on the total educational program or the opportunity which it affords children to learn.

When the School Health Program is being established or adjusted, certain guidelines or basic principles, if adhered to, will help to insure its success. These are as follows:

1. Develop it gradually rather than superimposing it abruptly.
2. Though idealistic in its announced goals, it is realistic in its current performance.
3. It fosters continuous communication between all school staff members.
4. Special facilities are at its disposal.
5. It is interwoven with the instructional program.
6. It brings its services to every student, not just to those in distress.
7. It plays an important role in the school's public relations program.
8. It is constantly engaged in a process of self-examination.
9. It insures a balance in services it offers pupils.

Once the program is ready to be established, there are certain general fundamentals which should be considered in its administration:

1. There should be centralized control to assure efficient and effective functioning of the total program.
2. Adequate budgeting of finances to provide necessary salaries, supplies, and equipment should be carried out.
3. There needs to be proper coordination of various divisions, departments, and areas.
4. Selection of teachers and health specialists should be based on the best qualifications for the particular school and community.
5. Allotment of sufficient time in the school curriculum for the health program to function effectively is a necessity.
6. Definite assignment of duties and responsibilities to teachers, health specialists, and administrative assistants is a must.
7. Organization of a health teaching program should be on a school-wide basis.
8. Consideration of legal provisions, state and local laws, and requirements pertaining to and affecting the School Health Program should not be neglected.
9. Provisions should be made for assuring maintenance of the school plant and facilities in a sanitary and hygienic manner.
10. Special measures are necessary to recognize and provide for individual physical differences of students.
11. Methods and plans for safeguarding the health of teachers, as well as of students, should be an integral part of the plan.
12. There should be constant and thorough evaluation of the total School Health Program.

Curriculum Overview

The overall goal of this curriculum guide is to assist in developing individuals with the competency to function well in society and the ability to cope with the social, physical, emotional, intellectual, and spiritual dimensions of man. This goal seeks to aid in the discovery of self in relation to others in society and in the world and to implement the concept that decision-making is best where each individual has adequate information and experiences upon which to base his decisions. Decision-making is a cumulative process which results from a growing awareness of self and a growing awareness of the healthful alternatives which the health education process provides.

This guide is a vehicle for preventive education, acknowledging that a primary task of the school is development of positive self-concepts, helping students obtain control over their own lives, and maximizing their health potentialities. It offers a curriculum which helps each individual examine the meaning and value he desires health to have in his life and the life style he envisions necessary to implement his desires and values. It represents curriculum designed to fulfill personal needs and interests via being meaningful and relevant to students preparing to live healthful, productive and rewarding lives.

This rationale is based on concepts which provide for increasing levels of information and experiences related to physical, psychological, and social development as grade level increases. There is decreasing breadth, but greater concentration of information and experiences in various areas of health education as the educational and maturity levels increase providing a continuous and cumulative effect rather than a disjointed one.

Health Education should:

1. Represent a major part of a life-long educational process.
2. Exist for benefit of all students.
3. Represent a process that begins informally during pre-kindergarten years and continues throughout adulthood.
4. Involve total school/community efforts.
5. By its basic nature, revolve around developing a meaningful, satisfying and healthy life.

This particular guide represents one of the four levels of a planned, unified and comprehensive K-12 health education program designed to:

1. Meet the needs of all students.
2. Be sequential, building on developmental tasks at each level.
3. Be flexible in order to facilitate implementation on a county-wide basis.
4. Include behavioral objectives and learning experiences for assisting in the decision-making process.
5. Be easily updated, due to its format, via replacement of pages upon their obsolescence.

Each topical area or unit consists of five basic parts:

1. Overview and Objectives
2. Concepts
3. Content Outline
4. Learning and Evaluative Activities
5. Resources

The unit overview gives a brief orientation to the philosophy regarding the unit. The outline of behavioral objectives reflects the cognitive, affective and action-oriented domains. They signify specific ways students should be able to think, feel, and act after completion of the unit of study.

The concepts and supporting content outlines provide necessary background material for behavioral change. Coordinated with these are suggested resources and learning and evaluative activities from which student experiences may be selected in order to promote desired behavioral changes. The concepts, content outlines, resources, and activities should offer many concrete suggestions to individual teachers for adaption to varied and different teaching needs and situations. However, since there is never enough class time to learn everything about living healthfully, the ultimate decisions regarding specific content inclusion, exact scope and sequence of concepts, and particular student experiences are reserved for the individual classroom teacher.

The curriculum guide contained herein is specifically designed to be descriptive, adaptable and flexible in order to allow for variations in local situations, within particular school systems and communities, and among specific students. Content and process are closely interrelated in health education. Their interaction should lead to the development of responsible decision-making skills which help individuals to use and apply what is learned no matter how often knowledge may change. In essence, there is a need to strive toward conceptualization and internalization of learning rather than pure memorization and fragmentation.

It is with these thoughts in mind that it is reiterated that as much or as little of each of the components of a unit may be used by a teacher as deemed appropriate. This guide is to serve as a model from which individual schools/teachers can build, with the aid of their own students and their own health education programs, taking into consideration the specific needs and interests of their particular pupils and any unique circumstances.

HEALTH EDUCATION CURRICULUM

CONTENT OVERVIEW

K-3	4-6	7-9	10-12
Strand I Physical Health Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Nutrition Sensory Perception Dental Health Disease Prevention and Control	Strand I Physical Health Nutrition Disease Prevention and Control
Strand II Sociological Health Problems Chemical Substances	Strand II Sociological Health Problems Smoking and Health Alcohol Education Drug Education	Strand II Sociological Health Problems Smoking and Health Alcohol Education Use and Misuse of Chemical Substances	Strand II Sociological Health Problems Tobacco Alcohol Drugs
Strand III Mental Health Personality Development, Sexuality, Family Life Education, Death Education	Strand III Mental Health Personality Development Human Sexuality Family Life Education Heredity and Environment	Strand III Mental Health Identity and Human Sexuality	Strand III Mental Health Personality Development Family Life and Sexuality
Strand IV Environmental and Community Health Environmental and Public Health Consumer Health	Strand IV Environmental and Community Health Environmental and Public Health Consumer Health	Strand IV Environmental and Community Health Environmental Health Consumer Health	Strand IV Environmental and Community Health Environmental, Public and World Health Consumer Health
Strand V Education for Survival Safety Education	Strand V Education for Survival Safety, First Aid, and Survival Education	Strand V Education for Survival Safety First Aid	Strand V Education for Survival Safety, First Aid, Survival Education

NUTRITION

OVERVIEW

The United States provides an excess of food to some of its population. Consequently, obesity is a major concern and foods and beverages are advertised on the basis of low-calorie content. As a nation we eat well, but maintaining adequate nutrition is a major health problem because as individuals we do not!

Without a defininte program of nutrition education started at the beginning of their school life, children are apt to confine their food choices to favorite foods. Likewise, children need to be taught to project benefits into the future and to have concern and appreciation for what the future will bring if they fail to eat properly now. Dietary fads and reducing fads thrive upon inadequate public knowledge and faulty practices. Nutrition education should be stressed to boys as well as girls. The changing status of the family with working mothers and parental sharing of household responsibilities indicates a necessity for everyone who has influence on children's eating habits to be aware of the implications of good eating patterns. The practice of eating and choosing the right foods must be emphasized and learned.

Good nutrition is essential to health and life itself!

OBJECTIVES

Suggested Pupil Outcomes:

1. Understand the basic digestive process and how it relates to growth.
2. Organize a plan of nutritional behavior for himself and his family which promotes health/growth/development.
3. Broaden the variety of food eaten and enjoyed by himself and others.
4. Realize the importance of modern day methods for handling and preserving foods.
5. Assess physiological, psychological, social and economic factors affecting diet.
6. Discover how behavior while eating can influence body processes in both a negative and positive manner.
7. Analyze relationships between nutritional status and disease.
8. Examine interrelationships between diet, activity and other individual factors in weight control and growth.

9. Understand and demonstrate that nutritional problems may affect international relations.

10. Determine the nutritional needs and attitudes necessary for proper prenatal growth and development.

MAJOR CONCEPTS

1. The vitality of our bodies may be lowered by the way certain factors affect utilization of food.

2. The individual needs to distribute his food choices wisely among meals and snacks.

3. The individual must consider many things in making his own food selection.

4. Intelligent choices need to be made about foods, food fads and sensational claims.

5. Certain foods need to be supplemented or processed before use.

6. Modern methods of processing provide for a wider selection of food.

7. Food may contain substances that are harmful to our bodies.

8. Some prevalent physiological conditions can be prevented and treated by good nutrition.

9. All persons throughout life have need for the same nutrients but in varying, but ample, amounts.

10. Quantity of food intake is a growing health problem.

11. The individual has the primary responsibility for his own good nutrition and that of his family.

12. Adequate nutrition during and before pregnancy is important to both mother and baby.

CONTENT OUTLINE

I. Nutritional Terminology
   A. Nutrition
   B. Food
   C. Nutrients

II. Nutritional Needs of the Body
   A. Nutrients
      1. Carbohydrates, proteins, fats
      2. Vitamins, minerals
   B. Calories and their function in nutrition
      1. Definition
      2. Relationship to overweight and underweight

III. Proper Selection of Food From the Basic 4 Food Groups
   A. Balanced diet
   B. Weight control

IV. Food Fads
   A. Health foods
   B. Fad diets and their effects
   C. Vitamin controversy

V. Importance of Food Preparation
   A. National Food Controls/FDA, FTC, Department of Agriculture
      1. Additives
      2. Chemicals/industrial, agricultural, radiological
   B. Improper food-handling
      1. Food poisoning
      2. Other illnesses and diseases

VI. Influence of Nutrition on Contemporary Health Problems
   A. Digestive system disturbances
   B. Heart disease
   C. Arteriosclerosis
   D. Hypertension
   E. Diabetes
   F. Vitamin deficiency diseases
   G. PKU, (phenylketonuria)
   H. Interrelationships between diet and health
      1. Necessity of specific nutrients throughout life
      2. Needs of different age levels in life
         a. Pre-natal
         b. Early and late childhood
         c. Teenage
         d. Adults - childbearing years
         e. Elderly (65 and over)

VII. World Nutritional Problems
- A. Economic, social, political
- B. Organizations
  - 1. WHO, FAO, UNICEF
- C. Diseases
  - 1. Kwashiorkor, Marasmus, Malnutrition
  - 2. Others related to nutritional states

LEARNING AND EVALUATIVE ACTIVITIES

1. Have students visit a supermarket and evaluate by use of a list the various nutritional values of predetermined foods. Report back to class. (Perhaps breakfast cereals.)

2. Interview school cafeteria manager and determine nutritional value of foods offered through school lunch programs. Report to class.

3. Have students investigate the various careers available in the field of nutrition. If possible, interview people in these fields and report back to the class on requirements for these positions and responsibilities of these careers. Written report.

4. Construct a bulletin board display showing the relationship of nutrition to heart disease.

5. List and describe family and cultural eating habits. Explain the relationship of these habits to growth and development. Oral report to class.

6. Have students rate their weekly diets. (Use table of nutritional values of foods.)

7. Student research on:
   - Prenatal and postnatal dietary needs
   - Types of dietary treatment for cardiac patients
   - Relationship of nutrition to mental health

8. Construct a chart illustrating nutritional values of fresh, frozen and canned foods.

9. Investigate the role of one of the federal agencies in establishing standards regarding nutritional standards of foods.

10. Have students "price shop" in a supermarket for a week's supply of food for a family of 5. Report findings to class orally.

11. Field trip to a commerical bakery or invite a foreman or supervisor from said bakery to class for purpose of explaining the use of chemicals in the baking process and why.

12. Investigate the use and need of vitamin supplements to the regular diet.

13. Reports on types of diseases that are transmitted by foods and how such problems may be overcome.

14. Reports on nutritional quackery - why it exists and how it might be overcome.

15. Analyze TV commericals on foods, relating the approach used and to whom the appeal is made.

16. Research and report on various types of reducing diets. Pros and cons. Possibly debate.

17. Crossword puzzle on nutritional terminology.

18. Give examples of 2 teacher-prepared diets to students (one good diet, one not good). With a teacher-prepared list of 10 questions, students are to select one of the two diets he thinks includes the best basic nutritional value and answer the questions relating to that selected diet.

19. Review with the class food processing terms such as dehydration, frozen, freeze drying, pasteurized, homogenized, aseptic canning, irradiation, dehydrofreezing. Have students bring in sample labels of foods processed under these methods. Compare.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore; MacMillan Company

Hunger USA; Citizen Board of Inquiry, Beacon Press, 25 Beacon Street, Boston, Mass. 02108 $4.95 Hard Cover

The New Aerobics, Kenneth H. Cooper, M.D.

Nutritional Source Book, National Dairy Council

Nutrition and Physical Fitness, Bogert, Briggs, and Callaway; Sauders Pub.

Nutritive Value of Foods, USDA

Rating the Diets, BOCES

Tune Into Health, Felice and Carolan; College Entrance Book Company

Pamphlets:

Heart Association
Metropolitan Insurance Company

Cooperative Extension Service
Nutritional Facts About Foods (Free)
Perspectives on Overweight (Free)
When Is Food Safe? (Free)

Metropolitan Life
Four Steps to Weight Control (Free)
The Big Stretch (Free)

New York State Health Department, 84 Holland Avenue, Albany, New York 12203
Expectant Parents
Foods For Expectant Mothers

Nutrition Facts and Fancies, 16 pages, Birk, 1966 $.35 quantity prices

Supply Division, National Foundation - March of Dimes, 800 Second Avenue
New York, New York 10010
Be Good to Your Baby Before It Is Born or BOCES #P-137

US Department of Agriculture
Conserving the Nutritive Value of Food $.10 each
National School Lunch Program (Free)
Nutrition, Food at Work for You (Free)

Films:

Balance Your Diet for Health and Appearance, BOCES #831-25, 11 minutes

Food For Life, BOCES #832-198, 21 minutes

Nutritional Quackery, BOCES #832-43, 22 minutes

Articles:

Loyd, F.G., "The Faces of Hunger", Today's Health, October 1969.

Mayer, Jean, "The White House Conference of Food, Nutrition, and Health", Journal of the American Home Economics Association, 61:499, September 1969.

Scrimshaw, Nevin S., "Infant Malnutrition and Adult Learning", Saturday Review, March 16, 1968.

World Health Magazines

Charts:

Nutrition: Carbohydrates, BOCES #CH-1

Nutrition: Protein, BOCES #CH-2

Kits:

Nutrition and Health, BOCES #123-3

Weight Control, BOCES #123-2

DISEASE PREVENTION AND CONTROL

OVERVIEW

Disease by definition is a harmful departure from normal, usually associated with discomfort and misery. To the individual, however, disease is not only a biological phenomenon but also an experience which may well very deeply affect his entire life.

The advances of scientific medicine make the outlook most promising with regards to communicable diseases. However, the continued high death rate from the non-communicable diseases of middle life presents another set of entirely different serious problems to medicine and education. The answers to the problems of diseases of middle life and of the aged are unclear.

Needs and interests of the students at this grade level should be the basis for the selection of the specific diseases to be studied. Respiratory diseases, cardiovascular diseases and cancer are leading causes of death and disability at present and are dealt with at some length in this unit, but can give valuable understanding for further prevention and can serve for understanding in prevention in other countries.

Through the study of disease control, the student can become a well-informed member of the community who will have confidence in right action and will show his recognition of the obligation he owes as a good citizen to society to use all protective measures for himself and his family, and to insist that other members of society do likewise. He will not remain unprotected and dangerous to his community when proven and protective aids are available.

OBJECTIVES

Suggested Pupil Outcomes:

1. Identify disease terminology.
2. Describe the role heredity and environment play in aiding or retarding the development of disease.
3. Identify the chronic and degenerative diseases which may deprive individuals of a happy, productive life.
4. Recognize and list signs and symptoms of chronic and degenerative diseases so that early diagnosis and treatment can be obtained.
5. Explain the importance of genetic counseling in areas of hereditary diseases.
6. Describe the purpose and use of maintaining personal medical records.

7. Emphasize the importance of periodic medical examinations to reduce the incidence, retard the effects of, and prevent premature disability and death from chronic and degenerative diseases.

8. Name local, state, national and international programs that can assist the public in controlling disease.

9. Review the nature of disease and disease processes. Explain the cause-effect relationship as it applies to communicable diseases.

10. Demonstrate sufficient knowledge of the microbiological, pathological, social, and public health aspects of venereal disease in order to form sound opinions and act constructively with respect to their avoidance, control and irradication.

MAJOR CONCEPTS

1. In order to discuss the nature of disease, one must understand the terminology associated with it.

2. Individuals are important factors in the dissemination of hereditary diseases. Genetic counseling is of major importance in the control of hereditary diseases.

3. The interaction of the individual with his environment may contribute to various diseases.

4. In recent years, the increase in morbidity and mortality rates of the chronic and degenerative diseases has become a major concern as it relates to the welfare of people leading happy and productive lives.

5. Identification and acceptance of known preventive and remedial measures makes it possible to control disease.

6. The individual is responsible for maintaining good medical practices.

7. There are various health programs available to assist the individual in assuming more responsibility for maintenance of good health.

8. Discoveries of the nature of diseases and how to control or prevent them have provided man with a greater opportunity to lead a more efficient and effective life.

9. Knowledge of disease-producing organisms and of the way they are spread has made it possible to develop measures to prevent and control the spread of communicable diseases.

10. Historically, man has made attempts to control venereal disease.

11. The cause of the resurgence of venereal diseases lies within the realm of human behavior.

12. With the cooperation of the individual in seeking early treatment, venereal disease can be diagnosed promptly and treated before permanent damage occurs.

13. Venereal diseases are an important public health problem requiring public health measures to insure control.

CONTENT OUTLINE

I. Terminology Relevant to Chronic and Communicable Diseases
   A. Disease
   B. Communicable/Non-communicable
   C. Chronic and degenerative
   D. Immunity

II. Hereditary Diseases - Discussion/Treatment/Prevention
   A. Major disorders
      1. Congenital heart
      2. Diabetes
      3. Specific allergies
      4. PKU
      5. Cystic fibrosis
      6. Hemophilia
      7. Sickle cell anemia
      8. Mongolism
   B. Genetic counseling as a preventive measure

III. Chronic and Degenerative Diseases
   A. Cardiovascular problems
      1. Heart
         a. Coronary heart disease
         b. Rheumatic heart
         c. Angina Pectoris
      2. Detection, diagnosis, treatment, prevention
   B. Vascular problems
      1. Types
         a. Hypertension
         b. Apoplexy
         c. Arteriosclerosis
         d. Varicose veins
      2. Detection, diagnosis, treatment, prevention
   C. Cancer
      1. Common sites
      2. Detection, diagnosis, treatment, prevention
   D. Genito-urinary diseases
      1. Common forms of kidney and bladder diseases
         a. Nephritis
         b. Nephrosis
         c. Kidney stones
      2. Detection, diagnosis, treatment, prevention
   E. Rheumatic conditions
      1. Types
         a. Arthritis
            1. Gout
            2. Osteoarthritis
         b. Gonococcal arthritis
      2. Detection, diagnosis, treatment, prevention

F. Conditions affecting muscles and nervous system
    1. Most common
        a. Cerebral palsy
        b. Multiple sclerosis
        c. Epilepsy
        d. Muscular dystrophy
        e. Parkinson's disease
        f. PKU (Phenylketonuria)
    2. Detection, diagnosis, treatment, prevention

IV. Responsibility of the Individual
    A. Education
        1. Nature of disease
        2. Immunizations
        3. Various services available for detection and treatment
        4. Control and prevention
    B. Continuous good physical health
        1. Rest
        2. Exercise
        3. Nutrition

V. Venereal Diseases
    A. Most common types
        1. Syphilis
            a. Cause
            b. Symptoms
            c. Complications
            d. Diagnosis, treatment, prevention
        2. Gonorrhea
            a. Cause
            b. Symptoms
            c. Complications
            d. Diagnosis, treatment, prevention
    B. Public Health control
        1. Cooperation between individual and public health agency
        2. Provisions for adequate early diagnosis and treatment
        3. Intensive case-finding programs and tracing of contacts
        4. Control of patients with V.D. in transmissible stage
        5. Health education

LEARNING AND EVALUATIVE ACTIVITIES

1. Have students divide into small groups. Have each group research the work done during various periods of time in discovering and curing specific diseases.

2. In written or oral form, have students determine the factors which constitute: chronic disease, functional disease, organic disease.

3. Divide class into committees: have each select one disease or disease group (arthritis, venereal, cardiovascular, allergies, neuromuscular, diabetes) and report on: history, cause, source, mode of transmission, incubation period, period of involvement, remissions, care, control.

4. Discuss sickle-cell anemia as hereditary disease.

5. Have students do oral reports on the use of new devices in medical science cardiograph (EKG), antibiotics, surgical technique, post-operative care.

6. Have students visit local community health resource agencies and report to class on what services are available to aid people of the community.

7. Student committee research the various areas of medical research concerned with finding the causes of cancer.

8. In an oral presentation, have students report on methods by which cancer spreads throughout the body. Using pictures, slides, etc., show healthy and cancerous tissue. Relate the importance of self-examination and early detection.

9. Have class prepare a "warning sheet" of the various signs of chronic and degenerative diseases, to be duplicated and handed out to parents and other adults.

10. Have a group of male students report on the possible cancer sites in males. Have the same done by female students.

11. Conduct a panel discussion concerning the danger of ignoring the signs and symptoms of respiratory illnesses.

12. Conduct field trip to local hospital. Have the hematology and pathology section explain the functions and procedures utilized in the diagnositc field.

13. Student oral report on the changes that occur in family patterns when any member of the family suffers from a cardiovascular disease.

14. Invite a recovered heartattack victim to speak to the class on his experience, methods of treatment, and change in life-style.

15. Construct a graph illustrating: extent of cardiovascular disease in comparison to other diseases; cardiovascular diseases in various countries of the world; increase in types of cardiovascular diseases.

16. Have students develop a bulletin board display on cardiovascular risk factors.

17. Individual student research and reports (oral and/or written) on: artificial valves; pacemakers; electrocardiograms; cholesterol research; stress; heart transplants.

18. Student research and reports on early attempts to cure syphilis.

19. Invite a public health official to speak to the class on the prevention of a syphilis epidemic.

20. Student investigation and report on the difficulty of detection of gonorrhea.

21. Student committee work on the damage done to vital tissues in both males and females, and the consequences of this damage due to V.D.

22. Have students develop a crossword puzzle on disease-related terminology.

RESOURCES

Books:

Design for Heart Disease: Prevention Programs, University of the State of New York

Health: A Quality of Life, John Sinacore, MacMillan Company

Health for Effective Living, Johns, Sutton, Webster, McGraw-Hill Company

Modern Health, Otto, Julian, Tether, Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Films:

Breast Self-Examination, BOCES #832-398, 15 minutes

Circulation, BOCES #832-15, 18 minutes

Circulation, BOCES #832-278, 17 minutes

Circulatory System, BOCES, (video cassette), 11 minutes

From One Cell, BOCES #832-364, 13 minutes

Half a Million Teenagers...Plus, BOCES #832-84, 16 minutes

The Heart - Attack, BOCES #833-123, 25 minutes

The Heart - Counter Attack, BOCES #833-124, 25 minutes

Introduction to Acupuncture, BOCES, (video cassette), 22 minutes

Man Alive, BOCES #831-399, 12 minutes

Run Dick, Run Jane, BOCES #832-219, 20 minutes

Signals, BOCES #831-393, 4 minutes

VD Attack Plan, BOCES #832-397, 17 minutes

Filmstrips and Cassettes:

Discovery Is Their Business, (Cancer Research), BOCES #392-12

Jennie, (BSE), BOCES #392-14

Articles:

Ashby, Neal, "How To Know When You're Sick", Today's Health, 47:36-39, May 1969.

Berland, Theodore, "The Hidden Cancer No One Talks About", Today's Health, 44:37, 81, April 1966.

Clark, William S., "Arthritis", N.Y., The National Foundation, December 1959.

Dawber, Thomas R., "Heart Attack - What's the Risk?", Today's Health, 44:46, 62-65, January 1966.

Dejong, Russell N., "Multiple Sclerosis: Crippler of Young Adults", Today's Health, 42:36-38, November 1964.

Galton, Lawrence, "The Invisible Villain in Kidney Disease", Reader's Digest, January 1969.

Garrison, Webb, "Pain: Your Body's Early Warning System", Today's Health, 47:28-29, 62-66, October 1969.

Loyd, Glen F., "A Cancer Threat Greater Than Cigarettes?", Today's Health, 48:30-31, 71-2, July 1970.

Masland, Richard L., "Tracking Down the Causes of Birth Defects", Today's Health, 44:60-67, August 1966.

Ratcliff, J.D., "I Am Joe's Heart", Reader's Digest, April 1967.

Ratcliff, J.D., "I Am Joe's Kidney", Reader's Digest, January 1969.

Ross, Walter S., "They're Curing an Incurable Cancer", Reader's Digest.

Whatley, Joseph L., "Battle For Breath", Today's Health, 45:42-44, 61-58, February 1967.

"Today's Health Guide, The Cripplers", Today's Health, 43:33-41, August 1965.

Kits:

One Out Of Every Five: VD, BOCES #123-14, (slides and cassettes)

Models:

Betsi Breast Model - for breast self-examination, available from American Cancer Society Office, 4 West Court Street, Cortland, New York, 753-2277.

TOBACCO

OVERVIEW

The smoking habit usually begins in the early teens. By grade 12, 40-55% of all children were found to be smoking according to one study. Boys seem to be heavier smokers and this ratio seems to follow through in adult life. Many national, state, and local health agencies consider smoking, particularly amoung teenagers, to be one of today's most important health problems.

A decade ago, the United States Surgeon General's Report, SMOKING AND HEALTH, confirmed the serious health risks attributed to smoking. Skilled research personnel have conducted studies that prove smoking, particularly cigarette smoking, is associated with a shortened life expectancy. Cigarette smoking is regarded as an important factor in the development of cancer of the lungs and is believed to be related to cancer of the bladder, esophagus, and oral cavity. It has even been associated with periodontal disease and loss of teeth. Male cigarette smokers have a higher death rate from coronary heart disease than non-smoking males. Cigarette smoking is regarded as one of the most important causes of chronic bronchitis. There is also a relationship between cigarette smoking and pulmonary emphysema.

The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association resolved "That schools, physicians, health departments, and other community agencies cooperate in an aggressive program designed to discourage children from starting the smoking habit and to influence youth who are smoking to discontinue the habit."

Individuals should try to reach a solution about their smoking by studying the available evidence, making a rational decision, and acting on it.

OBJECTIVES

Suggested Pupil Outcomes:

1. Give a brief history and background of tobacco.
2. Develop familiarity with the nature of tobacco.
3. Secure accurate knowledge regarding the pharmacological effects of tobacco on the body.
4. Name the physiological effects of tobacco on the body.
5. Evaluate those aspects of life which lead to the use of tobacco.
6. Investigate the effects of tobacco on the economy of the United States.

7. Identify the major problems associated with the use of tobacco.

8. Analyze the recent research and the Surgeon General's Report on SMOKING AND HEALTH.

9. Review the organizations determined to alert the public in the area of tobacco.

MAJOR CONCEPTS

1. Tobacco has played an important part in the history of our nation.

2. The components of tobacco and its by-products are many.

3. Smoking directly affects many of the body's functions.

4. Cigarette smoking is causally related to lung cancer in men. The risks increase with the duration and number of cigarettes smoked per day.

5. The mortality rates of cigarette smokers over non-smokers is particularly high for a number of other diseases including chronic bronchitis, emphysema, cancer of the larynx, peptic ulcers, and heart and coronary disease.

6. The reasons for smoking seem to be related to a range of diverse psychological and sociological behaviors which may be set off by different personal needs.

7. Smoking is an expensive as well as a dangerous habit.

8. Smoking affects the economy in loss through fires, unemployment, disability, death, and other areas.

9. Cigarette advertising is not always accurate and often is misleading.

10. The Surgeon General's Report has made an impact on the American people, advertising, researchers, and other areas.

11. There are a variety of agencies interested in the health of the individual in regard to tobacco.

12. Economic reasons mainly account for research efforts designed to maintain the tobacco industry and produce a cigarette that is not harmful to health.

13. Federal legislation has required cigarette manufacturers to warn the public of the risks of cigarette smoking.

14. Many states have laws and regulations concerning the sale of tobacco products.

15. A mother's smoking has physiological effects on her unborn child.

CONTENT OUTLINE

I. History and Background of Tobacco
   A. Origin
   B. Subsequent use

II. Nature of Tobacco
   A. Chemicals contained in tobacco
   B. Chemicals contained in smoke

III. Physiological effects of tobacco on the body
   A. Heart
   B. Blood vessels
      1. Buerger's Disease
      2. Hypertension
   C. Respiratory system
      1. Cancer
      2. Emphysema
      3. Chronic bronchitis
   D. Digestive system
   E. Unborn child

IV. Psychological Need for Tobacco
   A. The "smoker personality"
   B. Development of habit
   C. Attitudes toward smoking

V. Economics of Tobacco
   A. Importance as a national product to the economy of the United States
   B. The individual and the economics of tobacco use

VI. Problems Associated with the Use of Tobacco
   A. Tobacco breath and periodontal disease
   B. Fire loss
   C. Employment
   D. Morbidity and Mortality
   E. Cleaning costs
      1. Homes
      2. Clothes
   F. Advertising
   G. Smoking in the presence of objecting non-smokers
   H. Being in places where smoking is not permitted and the desire or need to smoke exists

VII. Scientific Facts and Research
   A. Surgeon General's Report
   B. Other significant and pertinent studies

VIII. Organizations Concerned with the Tobacco Problem
- A. American Cancer Society
- B. American Lung Association
- C. American Medical Association
- D. American Heart Association
- E. American Dental Association

IX. Legislation
- A. Federal
- B. State

LEARNING AND EVALUATIVE ACTIVITIES

1. Have a group of smokers and non-smokers debate the pros and cons of smoking.

2. Debate the beneficial effects of smoking in the area of mental health.

3. Develop a questionnaire for a school survey on smoking attitudes and habits. Have the committee report the findings back to the class.

4. Invite a representative of a local medical facility to speak to the class on the topic of "smoking and health."

5. Have students research and report to class on the forces in society that encourage smoking: psychological motives, social pressures, advertising media.

6. Have a student read and report on the Surgeon General's Report on SMOKING AND HEALTH.

7. Have a committee of students organize, develop, and maintain a tobacco information center in the school library. Have them contact the American Cancer Society and other interested agencies to acquire materials to stock the center.

*8. Using the school's video-tape equipment, prepare a fifteen minute skit about smoking and health to be presented to a specific grade level. (i.e. 4-6)

9. Have a class committee prepare a bulletin board display on the hazards of smoking.

10. Form student committee to suggest ideas for a smoking discouragement program for the school and community. Create posters and collages to display in the school and community.

11. Panel discussion: "Should a government have the power to control cigarette smoking?"

12. Divide the class into groups and have them research personality traits that are frequently more common among smokers than non-smokers. Have each group report to the entire class to compare conclusions.

13. Organize two groups of students - one group representing an anti-smoking lobby, the other as a tobacco lobby. Have each group present convincing arguments to support their views on tobacco legislation.

14. Role-playing situation: Have one student pretend he has just lit a cigarette. Others want to ask him not to smoke. Have different students develop responses to this situation.

15. After listing a number of diseases commonly believed to be caused or aggravated by smoking, assign a small group of students to find the facts which have been determined by research and consider the evidence in each case.

16. Have students prepare graphs comparing heart disease rates among smokers and non-smokers, and the correlation between the increase in the incidence of heart disease and the consumption of tobacco.

17. Have students prepare graphs or charts illustrating the incidence of lung cancer and emphysema among smokers as compared with non-smokers.

18. Using an anatomical chart, have students point out the location of mucous membranes and organs of the respiratory and circulatory systems.

19. Have students calculate the annual expense of smoking one pack of cigarettes daily. Calculate the amount of interest this money would accumulate in a savings account at the current interest rate. By checking newspaper ads, determine what items could be purchased in lieu of the spending on cigarettes.

20. Have students construct a bulletin board display depicting the various advertising techniques utilized in selling cigarettes.

21. Objective examination of concepts and ideas presented.

22. Subjective (essay) exam of concepts and ideas.

23. Teacher and student - teacher evaluation of oral presentations, charts, graphs, displays.

24. Student self-evaluation of projects prepared.

25. Possible crossword puzzle on terminology dealing with tobacco.

26. Attitudinal survey of the smokers and non-smokers within the class. Give a pre and post test.

27. Evaluate effectiveness of "information" center on basis of the use of its facilities and the extent to which valuable information is provided.

*To be correlated with activity #8

"Are You Smoking" - to the tune of "Brother John"

Are you smoking, are you smoking, Brother John, Brother John,
Your heart and lungs may falter, your breathing it will alter,
Put it out, put it out.

"Please Kick the Habit for Me" - to the tune of "My Bonnie Lies Over the Ocean"

My mommy is constantly smoking,
My daddy keeps lighting up too,
Little brother is constantly coughing,
While the air in our whole house turns blue.

Please mom, please dad,
Please kick the habit for me today.
Please mom, please dad,
Please kick the habit for me.

"Don't Light Up That Cigarette - to the tune of "Jingle Bells"

Don't light up that cigarette,
It is bad for you.
Put it down, don't light it up,
You'll be sorry if you do.

Smoking only slows you down,
It takes the fun away.
So don't light up that cigarette,
Let's live the healthy way.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore; MacMillan Company

Health for Effective Living, Johns, Sutton, Webster; McGraw-Hill Company

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Tobacco and Your Health - The Smoking Controversy, McGraw-Hill Company

Tune Into Health, Felice and Carolan; College Entrance Book Company

Pamphlets:

The Alpha-Butt of Smoking, BOCES #P-41

Cigarette Quiz, BOCES #P-3

Cigarette Smoking and Lung Cancer, BOCES #P-108

Danger, BOCES #P-68

Emphysema, BOCES #P-45

Huff and Puff, BOCES #P-62

Listen Smokers, BOCES #P-136

Smoke Cigaretts? Why?, BOCES #P-36

What Everyone Should Know About Smoking and Heart Disease, BOCES #P-1

What To Tell Your Parents About Smoking, BOCES #P-4

Women Are Kicking the Cigarette Habit, BOCES #P-42

Films:

Breath of Air, BOCES #832-361, 21 minutes

The Drag, BOCES #831-151, 8 minutes

Tobacco Problem: What Do You Think?, BOCES (video cassette), 17 minutes

Who, Me?, BOCES #832-368, 19 minutes

Decision for Mike, BOCES #832-399, 14 minutes

Filmstrip and Cassette:

A Stop Smoking Program, BOCES #392-16

Posters:

All You Smokers Who Plan to Quit Someday, BOCES #P-135

Beautiful Things Happen When You Don't Smoke Cigarettes, BOCES #P-77

Best Tip Yet - Don't Start, BOCES #P-76

Life is So Beautiful, Stay Alive, Don't Smoke Cigarettes, BOCES #P-73

No Thanks Eve, I'd Rather Have An Apple, BOCES #P-75

Smoking is Very Debonair, BOCES #P-69

Smoking is Very Glamerous, BOCES #P-71

Smoking is Very Sophisticated, BOCES #P-70

There's Lots of Love and Living Ahead, BOCES #P-74

ALCOHOL

OVERVIEW

Alcoholism is one of this country's major social, medical, and economic problems. It is a tragic problem indeed when one considers that this condition is brought on knowingly. Every victim of alcoholism has made the choice to drink. Alcoholism is a progressive illness, epidemic in nature, and affecting men and women in all geographic areas and regions without regard for educational, religious, cultural, or financial background or status. The acute social and domestic problems of alcoholism are reflected in broken homes, family misery, neglected children, automobile accidents and criminal problems, unemployment, and poverty. Broad inter-professional public action at every level of society will be required for its solution.

The magnitude of the problem relating directly or indirectly to beverage alcohol in the United States can only be estimated. The majority of those who drink do so occasionally and in moderation without apparent harm to themselves or others.

Whether one approves or not, social drinking continues as a custom because people like to drink. All social customs and practices are complex, and all are accompanied by difficult and complicated problems of misuse. Teaching youth about alcohol will not eliminate its misuse. Man's problem with alcohol is within himself and not with the use of alcoholic beverages.

Education is only a means through which man tackles his personal and social problems. Accurate, unbiased, and well-presented classroom instruction about alcohol can be expected to have some influence on today's parents and more on tomorrow's parents. Young people need a broad and sound foundation on which to base personal decisions about drinking practices and social responsibilities. The best long-term hope for combatting the problem lies in widespread adoption of more responsible attitudes and practices in the use of alcohol by those who choose to drink.

OBJECTIVES

Suggested Pupil Outcomes:

1. Develop a familiarity with the nature of alcohol.
2. Identify the physiological effects of alcohol on the body.
3. Investigate the social, psychological and economic scope of the problems related to alcohol use and abuse.
4. Acquire an understanding of self as a worthwhile person.

5. Develop self-respect and a feeling of responsibility for others.

6. List the effects of alcohol abuse on the individual, family and society.

7. Identify the factors related to community responsibilities regarding the alcohol problem and provision of resources for prevention, treatment and rehabilitation.

8. Investigate and acquire substantial knowledge of the legal ramifications of alcohol use and abuse.

9. Differentiate between satisfying and integrative uses of alcohol and those which can produce immediate or delayed situational or chronic problems.

MAJOR CONCEPTS

1. The origin of alcohol dates back many centuries and its use has varied with cultures.

2. The forms of alcohol are produced in many ways.

3. Alcohol may be used in many ways to benefit as well as adversely affect mankind.

4. Alcohol affects the human body in many ways.

5. Continued excessive use of alcohol brings physical and mental deterioration.

6. The reasons for drinking or abstaining from drinking vary with each individual.

7. The heavy drinker and the chronic alcoholic create many of the social problems associated with the use of alcohol.

8. Alcohol and alcoholism affect our economy in many ways.

9. Immoderate use of alcoholic beverages is allied to social and family problems, automobile accidents and crime.

10. Behavior of the average drinker can be correlated with the percentage of alcohol in the blood stream.

11. The sale and use of alcoholic beverages is controlled by law.

12. Medical science has classified alcoholism as a disease for which there is no specific cure.

13. The basic treatment of alcoholism is concerned with the alcoholic recognizing there is a problem and then trying to eliminate the cause of stress situations.

14. The community is involved in the rehabilitation of alcoholics.

15. Prevention of alcoholism is a world-wide problem.

16. Impaired judgment and the relaxing of inhibitions represent significant hazards associated with drinking.

17. The person who decides to abstain from the use of alcohol should not be pressured to drink.

18. Excessive drinking does not indicate adult status or achievement.

19. When alcohol is used, it should be an adjunct to other pleasurable activities rather than as the focus of an activity or as a problem solver.

20. Drunkenness indicates a person has overdosed with a drug and is particularly prone to impaired judgment and actions.

21. Dangerous blood-alcohol levels can be avoided by restricting drinking to small amounts of alcohol, in appropriate dilution, taken slowly, and preferably in combination with food.

22. Uncontrolled drinking, or alcoholism, is not a weakness or moral defect, but an illness which can be treated successfully.

CONTENT OUTLINE

I. Brief History of Alcohol
   - A. Origin
   - B. Cultural uses
   - C. Prohibition
   - D. Terminology

II. Types of Alcohol
   - A. Methyl
     1. Production
     2. Uses
   - B. Ethyl
     1. Production
        - a. Beer
        - b. Wine
        - c. Spirits
     2. Uses
   - C. Denatured
     1. Production
     2. Uses
   - D. Other alcohols and related substances
   - E. Proof

III. Physiological Effects of Alcohol
   - A. Brain
   - B. Heart and blood vessels
   - C. Stomach
   - D. Liver (diet)
   - E. Kidneys
   - F. Other (eyes, skin)
   - G. Interaction of alcohol with other chemicals (i.e. barbiturates)

IV. Psychological Effects of Alcohol
   - A. Individual
     1. Drink - why or why not?
     2. Characteristics of person
     3. Kinds of drinking
     4. Responsible drinking behavior
   - B. Family
   - C. Employment
   - D. Community
   - E. Society

V. Alcohol and Driving
   - A. Blood-alcohol levels
   - B. Penalties for violation of the law
   - C. Accidents
   - D. Insurance risk

VI. Alcohol and Crime
   - A. Major statistics
   - B. What can be done

VII. Alcoholism
- A. Theories of causation
- B. Incidence
- C. Characteristics of alcoholism
- D. Steps to alcoholism
- E. Diseases related to alcoholism
- F. Rehabilitation and treatment

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LEARNING AND EVALUATIVE ACTIVITIES

1. Debate: "Alcohol is a social grace."
2. Individual research and report on what characterizes an emotionally mature and immature person.
3. On a prepared picture of a human anatomical form, have students label and color code the organs affected by alcohol.
4. Invite a physician to class to discuss the depressant effects of alcohol on the human body.
5. Using advertisements from magazines, newspapers, etc., have students prepare a collage for bulletin board display on alcohol.
6. Student report, oral or written, on differences between social drinking, drunkenness, and alcoholism.
7. Have students construct a crossword puzzle on the vocabulary relating to alcohol.
8. Oral report on reasons for student drinking. (Perhaps a poll taken by class members.)
9. Have a student prepare a wall chart identifying the warning signs of chronic alcoholism.
10. Have students write an essay on the topic: "Alcohol and gasoline don't mix."
11. Student oral report on problems suffered by a family if one member drinks immoderately.
12. Debate topic: "What should be the legal age for the consumption of alcoholic beverages?"
13. Debate topic: "Should teenagers be served alcoholic beverages in their homes or in the homes of their friends?"
14. Student research and report on the various diseases resultant from alcohol abuse.
15. Individual research and report on the various methods and techniques used in treating alcoholics.
16. Student investigation and report on the local, state, and federal agencies which offer aid to alcoholics.
17. Invite a member of an agency offering aid to alcoholics to speak to classes on the functions of the organization in helping alcoholics.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore, MacMillan Company

Health for Effective Learning, Johns, Sutton, Webster; McGraw-Hill Company

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Pamphlets:

Alcoholics Anonymous

The Alcoholic American, BOCES #P-84

The Drunk Driver May Kill You, BOCES #P-91

New Hope - New Possibilities, BOCES #P-102

The Way To Go, BOCES #P-92

Films:

Alcoholic Within Us, BOCES #833-109, 23 minutes

Alcoholism: A Model of Drug Dependency, BOCES #832-281, 20 minutes

The Alcoholism Film, BOCES #833-372, 23 minutes

Alcohol Problem: What Do You Think, BOCES (video cassette), 18 minutes

DRUGS

OVERVIEW

The Food and Drug Administration admits that there is widespread abuse and illegal trafficking in depressant, stimulant and hallucinogenic drugs. Lives are being shackled in chemical chains because the users do not recognize the potential dangers of these drugs. The users can become physically or emotionally dependent upon these drugs, but they do not yet have the same social stigma that is associated with the use of narcotic drugs.

Drug abusers may come from any occupational, educational, religious, and socio-economic group. Increasing use of marijuana among junior and senior high school students has been encouraged by a small number of highly articulate spokesmen who have attempted either to justify or to excuse the use of such drugs.

The primary objective in using this curriculum should be the prevention of drug misuse. Such an objective will have to compete with all the factors which give rise to drug abuse. Therefore, this unit considers drugs from aspirin to the latest hallucinogens, the indispensibility of drugs for the relief of pain and suffering, the possible side effects of some valuable drugs as well as useful solvents, and the potential danger of drugs in general.

Students need to be encouraged to analyze what they read since they will undoubtedly read sensational articles glorifying drugs.

Frank and forceful teaching, including discussion focused on the futility and inherent dangers in experimentation with drugs and the consequences of any physiological and psychological dependence can act as deterrents to drug abuse by our students. However, in the end, it is the student who (hopefully having been skillfully guided) must make the ultimate decisions regarding drug use.

OBJECTIVES

Suggested Pupil Outcomes:

1. Develop an appreciation for the role of drugs and medicine in the treatment and prevention of disease, control of pain, and the changing of mood and behavior.

2. Acquire accurate knowledge regarding the pharmacological effects of drugs on the body.

3. Discuss the social, psychological, and economic scope of the problems related to drug abuse.

4. Acquire an understanding of oneself as a worthwhile person.

5. Select safe and effective behavior for solving one's problems.

6. Develop self-respect and an accompanying feeling of responsibility for others.

7. Determine the factors related to community responsibility for the provision of resources in prevention, treatment, and rehabilitation of those suffering from the harmful effects of drugs.

8. Investigate the history and legislation of drugs.

9. Interpret the different illegal and legal uses of the drugs.

MAJOR CONCEPTS

1. The role of drugs and medicine in the treatment and prevention of disease is a contribution to improved health status of the people of the United States.

2. Life in modern society would be difficult without the benefits of drugs.

3. Various factors enter into the pharmacological action of drugs.

4. Depressant drugs are commonly used in both medical and non-medical situations.

5. Stimulants are drugs which increase the activity of the central nervous system.

6. Hallucinogenic drugs are mind-altering substances which have few known positive benefits to man.

7. Addicting and hallucinogenic drugs cause problems for the individual and society.

8. Narcotic drugs are the oldest group of drugs, both in terms of use and abuse.

9. The use, non-use, and/or abuse of chemical substances results from a complexity of personal needs, social consequences, and the individual's perceptions regarding their effects.

10. The manufacture and distribution of medicinal narcotics is surrounded by exceptional safeguards based upon many years of United States and world experience. Yet drug abuse still exists.

11. Complex problems are involved in evaluating the pharmacological effects of many agents, especially those which influence feelings and behavior.

12. The physiological changes effected by drugs often give rise to behavior changes.

13. The factors leading to drug addiction are varied and complex.

14. The social, family, and economic ramifications of drug abuse are many and varied.

15. Techniques for treating drug addiction and success of the treatment vary from case to case.

16. Drug legislation, federal and state, is designed to protect the health and welfare of each individual.

17. The reasons individuals give for using drugs are no different from the reasons they frequently give for doing other things in their lives which are often more socially acceptable.

18. The real motivation for drug abuse may be quite different from the reasons given by the individual.

CONTENT OUTLINE

I. Terminology
   A. Potentiation
   B. Abuse/Misuse
   C. Dependence
   D. Tolerance
   E. Glossary of other related terms

II. Positive Uses of Drugs in Society
   A. The role of drugs in the treatment and prevention of disease
   B. Common chemical substances
      1. Not always considered as drugs
      2. Beneficial effects
         a. Analgesics - aspirin
         b. Antibotics - penicillin
         c. Vitamins - "Chocks" to "1-A-Day"
         d. Minerals
         e. Antacids - "Tums"
         f. Antihistamines
         g. Vasoconstrictors
         h. Vasodilators
         i. Muscle relaxants
         j. Hormones
         k. Coagulants
         l. Anti-coagulants
      3. Barbituates and Alcohol = potentially deadly combination!

III. Classification of Drugs (Characteristics, Effects, Use/Misuse, Dependence/ Treatment)
   A. Depressants
      1. Barbiturates and sedatives
      2. Tranquilizers
   B. Stimulants
      1. Amphetamines
      2. Cocaine
   C. Hallucinogens (Psychedelics)
      1. Marijuana
      2. L.S.D.
      3. Others
         a. Peyote
         b. Mescaline
         c. Psilocybin
         d. DMT
         e. Ibograine
         f. STP

D. Deleriants and Solvents
   1. Glue
   2. Other toxic solvents
      a. Gasoline
      b. Ether
      c. Cleaning components
      d. Lighter fluid
      e. Plastic cement
      f. Various aerosol can products with propellants such as freon
      g. Paint thinner

E. Narcotics
   1. Opium
   2. Morphine
   3. Heroin
   4. Codeine

IV. A Look at Misuse
   A. Motivation vs. reasons
   B. Causes of dependence
      1. Accidental
      2. Deliberate
         a. Neurotic
         b. Psychopathic
   C. Development of addiction
      1. Pre-addiction mixture
      2. The lives of addicts
      3. Treatment/Withdrawal/Rehabilitation

V. An Ounce of Prevention vs. A Pound of Cure
   A. Basic needs of the individual
   B. Satisfying individual needs through socially, physically, and psychologically acceptable routes
   C. Parents of tomorrow - meeting children's needs from birth through decisions regarding drug use
   D. A brighter tomorrow - the time it takes a new generation of children to grow up having their needs met at each stage of development

VI. Drug Legislation
   A. Federal
   B. State - New York
   C. Control measures

VII. Rehabilitation/Treatment
   A. Varied programs in the United States
      1. Private
      2. State
      3. Federal
   B. Three American approaches
      1. Penal approach
      2. Clinic approach
      3. Rehabilitation center
   C. British approach

LEARNING AND EVALUATIVE ACTIVITIES

1. Have students construct a "word list" of both medical and slang terms relating to drug use and abuse.

2. Divide class into small groups. Within each group, have one team investigate the possible benefits of the use of hallucinogenic drugs. Have the second team investigate the possible disadvantages of hallucinogens. After compilation of materials, have groups report findings to class to determine areas of overlap and difference.

3. Have students construct a chart depicting habit-forming, addicting, or unclassified drugs. Chart to include medical name of drug, slang name, chemical or trade name, source, classification, how taken, effects sought, long-term symptoms, and whether there is a potential for physical or mental dependence.

4. In small class groups, have students determine the personality and emotional problems which may lead to drug abuse. Have groups report to entire class and compare findings.

5. Have students research and report orally the effects of the misuse of drugs on both the family unit and the community.

6. Have selected students research and report on narcotics traffic, from the origin to the user. (May also construct a map.)

7. Have students investigate and analyze the agencies, local, state, and federal, which provide services for narcotics addicts.

8. Invite a person working in the field of narcotics investigation to class to speak on the legal ramifications of drug use and abuse.

9. Debate: "Marijuana should be legalized."

10. Have students interview doctors and/or pharmacists to determine the physiological and psychological effects of drugs on humans.

11. Invite Cortland County counselors from the Mental Health Association into the classroom to conduct a drug seminar with students.

12. Debate: "It is no one else's business if a person uses drugs."

13. Have students develop a drug education crossword puzzle.

14. Have students develop a "Bingo" game using drugs and classifications of drugs in the spaces.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore, MacMillan Company

Health for Effective Living, Johns, Sutton, Webster, McGraw-Hill Company

Modern Health, Otto, Julian, Tether, Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Pamphlets:

Drug Abuse: The Chemical Cop-Out, BOCES #P-85

Marijuana, The Non-Narcotic Dangerous Drug, Community Service Society of New York, 1970

Marijuana - Some Questions and Answers, National Institute of Mental Health, Washington, D.C.

Narcotic Addiction in the New Born, BOCES #P-129

What You Should Know About Drug Addiction, Department of Health, City of New York

Films:

Busted, BOCES #832-204, 17 minutes

Dependence: A New Definition, BOCES #832-292, 20 minutes

Drug Problem: What Do You Think?, BOCES (video cassette), 17 minutes

Social Responsibility: It's My Hobby, BOCES #831-298, 10 minutes

Social Seminar Film Series

Games:

Community At the Crossroads, BOCES #110-31 (To use alone or in conjunction with all or any of the Social Seminar Films)

Drug Debate, BOCES #110-14, 45 minutes per debate

PERSONALITY DEVELOPMENT

OVERVIEW

Deeply-felt happiness is a constituent of mental health. Men and women who have a sense of well-being, a zest for working and playing, an ability to derive the utmost satisfaction from personal relationships may be said to be mentally healthy.

Mental health is far more than the absence of mental illness. It is manifested in the way that each person harmonizes his desires, ambitions, abilities, ideals, feelings and his conscience in order to meet the demands of life as he has to face it.

Mental health is not an absolute, but is constantly changing. There are many different degrees of mental health or personal happiness. Perfect happiness comes to no one. No one is ever in perfect mental health all the time. A single characteristic cannot be taken as evidence of good mental health, nor the lack of an attribute as evidence of mental illness.

A normal individual has a satisfactory concept of himself and of the culture in which he lives. He can control his emotions and adequately meet situations that occur in his environment. Adjustment is observed in the individual's personality - the sum total of traits and characteristics that make each person a unique individual. The age of maturity isn't a chronological thing at all. It's a way of thinking, talking, and living that involves a great deal of self-control, but results in unbelievable self-fulfillment.

The school is usually considered to rank second to the family as the most important institution in society affecting the mental health of children. Real strides in prevention of mental disorders can come only when individuals know enough, care enough, and work hard enough to cause significant progress.

OBJECTIVES

Suggested Pupil Outcomes:

1. Define various terminology pertaining to mental health.
2. Identify, list and explain basic needs and desires that affect a person's behavior.
3. List the various influences that affect personality and explain their various facets.
4. Explain individual strengths one possesses as part of one's personality.

5. Conclude that a healthy personality is developed by accepting oneself and adapting to life's situations.

6. Interpret the significance of emotions that may strengthen or weaken one's personality.

7. Identify the many and varied sources of stress and the means available to ameliorate or eliminate stress.

8. List and explain the most used and overused defense mechanisms.

9. Express the idea that mental illness can be treated and that early diagnosis and treatment favor recovery.

10. Differentiate the various mental health personnel that assist in the treatment of mental disorders.

11. Compare various facilities that care for people with personality and mental problems.

12. Investigate the various forms of mental retardation.

13. Discuss and gain an understanding of death - hopefully before experiencing the loss of a significant other.

14. Conclude that the differences among individuals affect the substance and quality of life.

15. Infer causal interrelationships between diverse individual environmental backgrounds and the development of a variety of individual goals, activities, and achievements.

MAJOR CONCEPTS

1. Understanding one's basic needs is necessary for good mental health.
2. Personality - the sum total of traits and characteristics - makes each person a unique individual.
3. Heredity plays a major role in one's personality.
4. Environmental deprivation and neglect result in a loss of human potential.
5. Personal values emerge as a result of family influence and other varied experiences.
6. Maturity is the ability to deal with situations of your life in a realistic and effective way.
7. A mentally healthy person feels a sense of responsibility to his neighbors and fellow men.
8. A person with good mental health respects the many differences they find in other people.
9. Love, anger and fear are major basic emotions.
10. Mental mechanisms are used in varying degrees to deal with stress.
11. Some physical illnesses are conditioned by emotional conflicts.
12. Mental illness is classified by the severity of its symptoms, the type of symptoms, and by the degree to which they incapacitate the patient for normal living.
13. Continued efforts through major research endeavors are needed in the area of mental retardation.
14. In order to understand death, whatever the cause, you need to know about it.
15. The person with suicidal intentions is under intense mental strain and needs understanding coupled with professional guidance.

CONTENT OUTLINE

I. Review of the Nervous System
   A. Definitions and terminology
   B. Structure and functions

II. Basic Needs
   A. Physical
   B. Emotional

III. Personality
   A. Definition
   B. Factors affecting personality
      1. Heredity
      2. Physical condition
      3. Environment
      4. Past experiences
      5. Family influence

IV. Personality Development
   A. Theories
   B. Psychological stages or phases
   C. Self-concept
   D. Sense of trust and security
   E. Attitudes
   F. Values

V. Emotions and Personality
   A. Love
   B. Anger
   C. Fear
   D. Beneficial vs. detrimental
   E. Controlling emotions

VI. Reactions to Stress
   A. Anxiety and its physiological and psychological effects
   B. Mental mechanisms
      1. Types
      2. Purpose
      3. Use of
      4. Overuse of

VII. Abnormal Reactions to Stress
- A. Psychosomatic
  - 1. Gastro-intestinal disorders
    - a. Ulcers
    - b. Colitis
  - 2. Hypertension
  - 3. Allergies
  - 4. Back problems
  - 5. Headaches
- B. Neurosis - differentiation
  - 1. Anxiety neurosis
  - 2. Guilt neurosis
  - 3. Hypochondria
  - 4. Phobia
  - 5. Conversion hysteria
  - 6. Obsessions and compulsions
  - 7. Depressive reactions
  - 8. Dissociative reaction (amnesia)
- C. Psychosis - differentiation
  - 1. Schizophrenia
  - 2. Manic depressive
  - 3. Organic psychosis
  - 4. Involutional psychosis

VIII. Treatment of Mental Disorders
- A. Psychotherapy
- B. Group therapy
- C. Recreational therapy
- D. Drug therapy
- E. Occupational therapy
- F. Electric shock or insulin shock therapy
- G. Changing attitudes towards mental illness

IX. Mental Health Personnel
- A. Psychiatrist
- B. Psychologist
- C. Psychoanalyst
- D. Psychiatric social worker
- E. Psychiatric nurse
- F. Attendant

X. Facilities
- A. Psychiatric hospitals
- B. Community mental health centers
- C. Some general hospitals
- D. Rehabilitation centers
- E. Veteran's Administration Hospitals
- F. Private physicians, psychiatrists, and psychoanalysts.
- G. Home care or foster home

XI. Mental Retardation
- A. Extent of the problem
- B. Causes
  1. German measles
  2. Birth injuries
  3. Lead poisoning
  4. Ingestion of other chemical substances
  5. Genetic factors
     a. Mongolism
     b. PKU
  6. High fevers
  7. Metabolic disorders
- C. Types
- D. Treatment and facilities
- E. Education of the retarded
- F. Preventive measures

XII. Understanding Death
- A. Causes and related feelings
  1. Accident
  2. Disease
  3. Natural causes
  4. Homicide
  5. Suicide
- B. Loss of one's own life versus loss of a significant other
- C. States of dying and reactions to death
- D. Cultural variations in death rites
- E. Economics of death and funerals
- F. Talking to children about death
- G. Looking at what you can learn at a cemetery
- H. A dignified death and euthanasia
- I. Composing a will

XIII. A Closer Look at Self-annihilation
- A. Suicide - a hushed-up subject
- B. Incidence
  1. Numbers
  2. Peak times of year
  3. Peak times a day
- C. Those most susceptible
- D. Composite picture of suicidal person
- E. Causes
  1. Among the young
  2. In the middle-aged
  3. Among the aged
- F. Methods
  1. Slow - sub-intentional; death-oriented behavior; life shortening activities
     a. Overeating
     b. Overworking
     c. Heavy smoking
     d. Alcoholism
     e. Drug abuse

2. Autocide
   a. Driving too fast
   b. Passing on hill
   c. Running red lights
3. Fast-intentional
   a. Wrist slashing
   b. Shooting
   c. Hanging
   d. Poisoning
   e. Overdose
   f. Jumping
4. Preferred methods by men vs. women

G. Clues
1. Weak sense of purpose
2. Time of year - April/December
3. Often at home with parents in next room
4. Previous unsuccessful attempt
5. Sudden change in personality
6. Indication of intentions
   a. Person makes sudden and outright generous grants
   b. Member of club or church may resign with explanation that he's going to move away
   c. Giving gifts of prized or sentimental objects to friends or relatives
   d. Hinting comments - "You'll be sorry when I'm gone."
7. Physical complaints (insomnia, poor appetite, etc.)
8. Antisocial
9. Loss of interest in previously enjoyed activities
10. Overly helpful, never complaining, unusually happy - contrary to normal state

H. HELP!
1. Understanding - relieving a heavy burden of punishing guilt feelings and unbearable emotional stress
2. Listening - desperate need to ventilate burdensome feelings - concentrate not only on what is said, but read between the lines
3. Communicating - speaking of suicide as immoral act blocks possibility of further communication - identify source of distress
4. Giving hope - moves people out of suicidal ruts
5. Professional guidance
6. Organizations
   a. Mental Health Clinics
   b. Suicide Prevention/Intervention Centers

LEARNING AND EVALUATIVE ACTIVITIES

1. Divide the class into as many groups as necessary. Have each group explore the influence of each of the following on personality:

Heredity	Church and Religion
Environment	Interests
Health	Family
Education	Friends

2. Have each student construct a self-evaluation list of what he considers his personality strengths and weaknesses.

3. Have each student select one person that he or she has a great admiration for and also one they find particularly annoying. For each person, list personality traits applicable for each.

4. Conduct a panel discussion on how value systems affect behavior patterns:

Initiative	Tardiness
Persistence in completing a job	Promiscuity
	Respect for others
Cheating	Courage
Stealing	Making the "right" decision

5. Have students construct a list of factors which illustrate prejudice. In an oral presentation, illustrate how these are indicative of one's value system.

6. Assign a research topic on constructive and destructive criticism. Have students report their findings to the class and include examples of each type of criticism. Another approach might be to develop a role-playing situation using techniques of either type of criticism.

7. Have the class think back to situations in which peer pressure made them feel either good or bad. Have them relate the situation and tell how they felt.

8. Have students construct a chart depicting which types of disorders are considered to be psychosomatic in nature.

9. Construct a chart relating situations which cause stress and anxiety.

10. Construct a check list (in chart form) and have students devise definitions for each mental (adjustment) mechanism they use (or have used). Each day, have them select from the list any of the mechanisms they have used since the class period before (day before). Have them analyze why they may have used it.

11. Construct a check list of how to deal with emotional problems. At the end of a pre-determined period of time, have students analyze which methods may have been successful for them.

12. Have a group of students investigate the facilities - local, state, and federal - which offer aid to persons with emotional problems. Analyze the types of aid available.

13. Prepare a list of the various types and qualifications of personnel to whom people may take their problems.

14. Have student groups investigate psychosis and neurosis. For each, describe the disorder and relate the chief characteristics.

15. Assign students to identify and describe the following types of mental illnesses:

Schizophrenia	Hysteria
Paranoia	Neurosthenia
Manic-depressive	Psychopathic personality
Senile dementia	

16. Have students research the importance of the basic emotions to normal behavior.

17. Devise crossword puzzles on terminology relating to mental health.

18. Have students compile a list of the various roles they play during the day. Explain why it is necessary to act in such a way.

19. Analyze TV commercials and indicate to which of the basic needs or desires the appeal is made.

20. Situation -play: "I've got a problem." Have any member of the class bring up a continuing, perplexing situation which causes him inconvenience, difficulty or discomfort. After the class members have asked enough questions to be certain they understand the nature of the problem, have them suggest solutions, particularly what they did or might do in a similar situation. Also, have students give their rationale for their solutions.

21. Play the "Survival Game": Only seven of fifteen persons may be saved after a nuclear attack. All decisions must be unanimous. (Best to divide class into small groups - then come together to try to get a class unanimity on the survivors.)

22. List various behaviors of Americans, or other peoples, which occur largely because "the people were brought up that way," rather than because they serve a particular purpose. Analyze why.

23. Role-playing: "All in the Family". Select a recent incident, unresolved, which has caused confusion or turmoil. Have persons in class assume roles of Archie Bunker, his wife, Edith (Dingbat), daughter, Gloria, and son-in-law, Michael (Meathead). One or more persons may take each role, each commenting as one person. Have a discussion of the issue from the point of view of each character being portrayed. Periodically change roles and continue the discussion. Afterwards, hold group discussions on how each felt in the role being portrayed, what they learned about the character they portrayed, and what effect the role-switch had on them. They could also respond to - if they viewed the issue differently, and what problems or solutions have occurred to them as a result of the game.

24. Have students develop two lists as follows:
    a. Standards of behavior which are determined by society as a whole, differentiating between those initiated by law and those which exist due to tradition.
    b. Standards of behavior determined by the individual.

    Compare and discuss the findings.

25. Have students tell an exciting story or explain how to do something which involves great activity. They should sit on their hands and not move any other parts of their body. Afterwards discuss the effects on both the listeners and speakers.

26. Have a committee collect pictures from magazines, newspapers and other sources showing physical conditions in urban and suburban areas that make communications difficult. Construct a bulletin board display.

27. Have students visit a cemetery. Write down various types of epitaphs found on the markers. Report to class.

28. Make a grave rubbing of a marker that is of special interest.

29. Have students investigate various quotes on death. Select one and explain what it means to yourself. Write your own quote on death and explain its meaning. May be oral and/or written.

30. Have students write their own obituaries/epitaphs. Then have them relate how they felt about the experience, what they wanted the obituaries or epitaphs to say about them as individuals and why. Also discuss what they would like written about them. What factors could lead to change?

31. Find a cemetery. Try next to a church, ask a clergyman, call City Hall, call a funeral home, read death notices in the newspaper, look in the yellow pages of a telephone directory, or just walk around. Watch the people, in addition to the deceased and his friends and relatives, who may be involved for the death of each person buried in this one cemetery:

Undertaker	Casket maker
Clergyman	Organist
Tombstone engraver	Coroner
Funeral director	Cemetery architects and designers
Embalmer	Doctor
Grave digger	Newspaper writer
Cemetery maintenance	Personnel in City Hall's Vital Statistics Department
Gardner and security personnel	Personnel at the morgue
Florist	Personnel at the crematorium
Caterer	Sympathy card publishers and staff

    What is the role of each? How has it changed over the years? How does it differ depending upon money paid for services?

32. Find a cemetery. Watch funeral parties arrive and compare them. Who arrives first? Is there a pecking order of cars? Are people dressed a certain way? What is considered to be proper decorum (behavior) in this situation? What religious rites take place and what are their significance? Do they tell you anything about the people's religious or ethnic backgrounds? What are the various roles of the grieving and their friends and relatives?

33. Find a cemetery. Look at the layout. Who designed it? When was it laid out? Have the needs and, therefore, the layout changed? Is there a minimum amount of space needed for each dead person? Who owns the cemetery? Are there zoning ordinances? Check with the water department or an engineer for rules governing drainage pipes. Is there a certain pervasion of one color throughout the cemetery? Are there flowers around? What kind? Are they left there during special occasions and holidays?

34. Find a cemetery. Look at tombstones and notice especially the dates on them. Has the material they are made from changed? What has been the effect of time and weather? Have epitaphs changed? Look at the tombstones from the same year. Are there differences in style among them? Did people seem to die at a younger age a hundred years ago? Is there one year that has many deaths? If so, check in City Hall for records of a plague or epidemic. Look at the architecture of large tombs. Can you distinguish differences as in religion, social and economic class, and time from the words and the materials? Who composes the messages on the tombstones? Describe the most typical and most unusual tombstones observed.

35. Find a cemetery. Who visits it? What do people do in a cemetery when they visit? Is the cemetery only open at certain times? Is there much vandalism?

36. Investigate the economics of death. How much does death cost? How do you buy a plot and who buys one? For how much? Can you get into a cemetery without a reservation? Are there laws against discrimination? Are there such things as public and private cemeteries? How is a body shipped? Do you have to be a United States citizen to be buried here? What laws govern the digging up of a body? Is there insurance to cover burial costs or can it be covered and paid for by a will?

37. Investigate writing a real or imaginary will. What types of things do you want covered? Will these change with time? How? Why?

38. Visit a funeral home and discuss typical funeral arrangements with the director. What types of services are provided and what are their costs?

39. Discuss: What do you say to the members of a deceased's family? Are some words and gestures more comforting and reassuring than others? Why? Is there a difference in what you say depending upon the circumstances surrounding the death?

40. Have students rank order and then discuss: Which of the following has had the most influence on your life?
    - Environment while growing up
    - God or some other supernatural force
    - Luck
    - Characteristics with which born (heredity)
    - What people in power (authority) decided
    - Own will power
    - New insights about self

41. Essay on the private feelings of one of the following situations in which the student would be most likely to feel wonder, awe, and appreciation:

- Moon shot
- Mass meeting
- After completing a difficult task
- When making love
- Becoming a parent
- On a mountain top
- Looking at a stormy sea
- Prayer or religious service
- When listening to great music or looking at great art

42. Role-playing: Imagine that you were walking along through a park in bright daylight and suddenly from behind some bushes someone screams, "Help, help, he's trying to kill me!" In such a situation, what do you honestly think you would do? (Keep walking; run; start looking for a policeman or a phone booth to call the police; look behind the bushes and see of you could be of any help; etc.). Discuss.

43. Discuss: Although it's hard to say what you will actually do in certain situations, does each of the following sound like something you feel you might do or something you definitely wouldn't do?

- Tell somebody off if he tried to crowd in front of you while you were in line.
- Say you were sick when you really weren't in order to get an extra day off.
- Admire someone who was trying to stop communism from spreading in the United States.
- Approve of a parent slapping his or her child for getting mad and screaming.
- Buy a radio or TV from someone who had stolen it and was selling it cheap.
- Try some herbs that were said to make you feel healthier.

44. Student poll: Which of the following do you favor? Not favor? Discuss results of the poll.

- Giving the police more power.
- More money spent on exploring outer space.
- New laws and taxes making it impossible for anyone to become extremely wealthy.
- Legalizing marijuana.
- An unmarried couple living together.
- More freedom for homosexuals.

RESOURCES

Books:

The Controllers, BOCES

The Facade, BOCES

Health: A Quality of Life, John Sinacore, MacMillan Company

Health for Effective Living, Johns, Sutton, Webster; McGraw-Hill Company

The Helpers, BOCES

Juxtaposition, BOCES

Manual of Death Education, The Celo Press, Rt. 5, Burnsville, North Carolina 28714 or through BOCES

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Pamphlets:

Inside Out: A Guide for Teachers, BOCES #P-101

Mental Health, BOCES #P-83

Suicide: The Will To Die, BOCES #P-81

Films:

A Sense of Purpose, BOCES #832-220, 16 minutes

Adventures of an Asterisk, BOCES #831-199, 10 minutes

Child Behavior=You, BOCES #832-290, 15 minutes

The Crowd, BOCES #842-33, 20 minutes

Crunch, Crunch, BOCES, (video cassette), 9 minutes

Fine Art of Aggression, BOCES #832-212, 16 minutes

Frank Film, BOCES #831-366, 9 minutes

Freud: Hidden Nature of Man, BOCES #833-61, 29 minutes

Films: (Con't.)

Frustration/Aggression: It's Not Fair, BOCES #832-367, 13 minutes

Garden Party, BOCES #833-119, 24 minutes

I Who Am, Who Am I, BOCES #832-213, 16 minutes

Loneliness and Loving, BOCES #832-214, 16 minutes

Papa, You're Crazy, BOCES #832-268, 18 minutes

Parent/Child Relations: It's My Decision As Long As It's What You Want, BOCES #832-325, 12 minutes

The Parting, BOCES #832-326, 16 minutes

Replay, BOCES #831-349, 8 minutes

Right To Live: Who Decides, BOCES #832-219, 16 minutes, black and white

Separation/Divorce: It Has Nothing To Do With You, BOCES #832-340, 12 minutes

Soon There Will Be No More Me, BOCES #831-333, 10 minutes

The String Bean, BOCES #832-271, 17 minutes

Suicide: But Jack Was A Good Driver, BOCES #832-336, 12 minutes

That's Me, BOCES #842-45, 15 minutes

Therapy: What Do You Want Me To Say?, BOCES #832-348, 14 minutes

Though I Walk Through the Valley, BOCES, (video cassette), 30 minutes

To See Or Not To See, BOCES #832-339, 15 minutes

When Parents Grow Old, BOCES #832-224, 16 minutes

Whether To Tell The Truth, BOCES #832-225, 16 minutes

Will To Win, BOCES, (video cassette), 27 minutes

Games:

Body Talk, BOCES #110-25

Can of Squirms, (Adult), BOCES #110-33

Can of Squirms, (College), BOCES #110-34

Cope, BOCES #110-22

Games: (Con't.)

Feel Wheel, BOCES #110-28

Generation Rap, BOCES #110-13

Hang-Up, BOCES #110-10

Herstory, BOCES #110-20

Society Today, BOCES #110-26

You!, BOCES #110-23

Why Am I Afraid To Tell You Who I Am?, BOCES #110-12

Kits:

Effective Communications, BOCES #123-4

Interpersonal Communications, BOCES #123-15

Perspectives On Death, BOCES #392-10
- Death Through the Artist's Eyes, (filmstrip and cassette)
- Funeral Customs Around the World, (filmstrip and cassette)
- Death Themes in Literature, (cassette)
- Death Themes in Music, (cassette)
- Anthology of Readings
- Student Manual

Search for Values, BOCES #123-13, values clarification activities

Valuing: Exploration and Discovery, BOCES #123-1

FAMILY LIFE AND SEXUALITY

OVERVIEW

The family is the basic social institution endowed with the responsibility for providing its members with the kinds of experiences which they need for their maximum physical, mental, social, emotional, and spiritual development.

Students need to have ample opportunity to explore both the changing role of the family in present-day America as well as the functions of the family. These functions are essential to the survival both of the individuals who make up the family and of the society of which the family is a part. Generally, these functions include the satisfaction of personal drives and desires, perpetuation of the race, transmission of the culture, and personality development of children.

Emphasis is placed on the family as the basic unit of society in providing for meeting an individual's mental, physical, and social health needs. The importance of the family in our culture, the relationship of family members to each other, and the reciprocal importance of families and individuals to each other are learnings which the students should develop. Attitudes, knowledge and skills which enable them to contribute effectively to their present and future family life are important areas in need of cultivation during this unit.

One's attitudes regarding human sexuality begin to be learned early in family life. Sexuality is more than a means of physical expression. It is one of the most significant aspects of the human personality. It is closely related to social and emotional adjustment and to physical development. The manner in which sexuality is directed and adjustment to changing sex roles can relate directly to an individual's happiness and to success of the individual as a family member in society.

A child learns of his sexuality at infancy when he first experiences the warmth and tenderness of feeding at his mother's breast or as he is cuddled as he takes his bottle. This learning continues as the child's relationship with his parents continues to develop. Today, a need exists to make children aware of the significance of their sexuality. The school is the only other institution which receives all children over a prolonged period. It has the challenging opportunity and obligation to supplement and contribute to this area of their education, and, in some instances, to favorably adjust the distorted view of life that they receive from television, movies, certain magazines, and literature.

OBJECTIVES

Suggested Pupil Outcomes:

1. Develop an understanding and appreciation of the significance of the changes in family structure in America.

2. List the functions of the family.

3. Acquire a knowledge for understanding and the attitudes for accepting roles and responsibilities as a family member.

4. Accept that the roles of the family change as society changes.

5. Investigate the interrelationships of the family, cultural influences, and the individual.

6. Establish a wholesome attitude toward sex.

7. Investigate various dating patterns and means of mate selection.

8. Acquire a scientific background of the male and female reproductive organs.

9. Evaluate the various contraceptive methods and devices.

10. Express appreciation for the importance of the miracle of birth. Profess desire to follow desirable health behavior capable of avoiding birth defects that are known to be preventable.

11. Compare the relationship between sexuality and behavior.

12. Develop a mature personality able to face life's problems.

13. Seek greater self-realization and happiness.

14. Express the significant role the family cycle plays in the development of attitudes, standards, and values.

15. Conclude that each individual family member is unique due to the interaction of heredity and environment.

16. Explain conception, pre-natal development and the process of birth.

17. Analyze responsibilities and privileges involved in a marriage relationship and family planning.

18. Investigate individual assets and traits that contribute to successful marriage.

19. Indentify cause-effect relationships which are contributing factors in the disruption of harmonious family life.

20. Determine physical, psychological and social factors influencing the sex drive.

21. Compare the biological differences of the two sexes accounting, in part, for their different types of sexual responses and behavior.

22. Investigate the theories of causation of homosexuality and lesbianism.

MAJOR CONCEPTS

1. In our society the structure of the family is changing.
2. The family is a link between generations of mankind - past, present, and future.
3. Society recognizes the individual's responsibility and need to protect the unity and strength of the family.
4. The family has certain recognized and accepted functions and purposes as a social institution in society. (Procreation, education, transmission of culture, etc.)
5. Parents and family play a vital role in child development and influence attitudes, behavior and personality of the individuals they produce.
6. Early childhood education is a family responsibility.
7. Individual actions and well-being can contribute or detract from the well-being of the family.
8. The family satisfies the personal needs, aspirations, desires, and drives of the individuals who make up the family.
9. The relationships within a family are in a process of constant evolution.
10. Selecting a marrigae partner is one of life's most important choices.
11. Cultural and family values, standards and attitudes influence selection of marriage partners.
12. Personal decisions concerning sexual conduct are intimate, individual decisions, unique in time, place and the personalities involved.
13. Young adults are faced with varying degrees of premarital adjustment problems.
14. Our society has special ceremonies and laws to make the change from courtship to married life.
15. Beginning families need to establish ground rules for routine married life.
16. Marriage calls for continuous individual adjustment.
17. A good marital sexual relationship is the product of mutual understanding and adjustment.
18. For the sake of creating a happy family of one's own, one seeks fuller knowledge of human reproduction.
19. Medical research in the area of birth control makes family planning a modern reality.
20. Pregnancy and childbirth are natural events of human life.

21. Knowledge and appreciation of conception, embryological development, prenatal and post-natal care and problems, and the birth process is a responsbility shared by both parents.

22. The family is the only socially approved agency of reproduction. There are various alternatives for handling a suspected premarital pregnancy.

23. One's point of view on abortion is affected to a large degree by his previous experiences with a religion.

24. Psychological, physiological and social factors influence an individual's attitudes toward sex.

25. Intelligent study of divorce can result in development of desirable attitudes and understandings necessary for an effective marriage relationship.

26. Today, fathers often share in the joy of actively participating in the birth of their children.

27. For various reasons, some individuals are able to achieve more meaningful relationships with members of the same sex rather than with members of the opposite sex.

CONTENT OUTLINE

I. Family Structure Change
   A. Extended from nuclear
   B. Family life cycle

II. Functions of the Family
   A. Reproduction
   B. Economic cooperation
   C. Emotional nurturance
   D. Socialization
   E. Education
   F. Transmission of culture

III. Responsibilities of the Family Members to
   A. The individual
   B. Each other
   C. Children born of the union

IV. Preparation for Marriage
   A. Dating and mate selection
   B. Counseling (including genetic, if indicated)

V. Marriage and Consensual Union

VI. Family Planning
   A. Review of anatomy and physiology of male and female reproductive systems and terminology
   B. Contraception
   C. Pre-natal development and birth of a baby
      1. Physical process
      2. Psychological considerations

VII. Problems Related to Sexuality
   A. Venereal disease
   B. Premarital pregnancy
   C. Homosexuality/Lesbianism
   D. Birth defects
   E. Frigidity
   F. Impotence

VIII. Current Issues
   A. Abortion
   B. Homosexuality
   C. Transsexualism
   D. Transvestitism
   E. Separation and divorce
   F. Adoption
   G. Criminal sex offenses
      1. Child molesting
      2. Rape
      3. Prostitution

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H. Communal living
I. Common-law marriages
J. Double Standard
K. Sexual values in society and the individual's responsibility

LEARNING AND EVALUATIVE ACTIVITIES

1. Research report on the effects of matriarchal and patriarchal societies on the cultures in which they were prevalent.

2. In small groups, contrast the American family structure with the structure in an Israeli Kibbutz. Report to the class.

3. Divide class into two groups. Have one group determine and report on the role the American family plays in the transmission of cultural heritage (customs, language, values, beliefs). Have the second group select a foreign country and do the same for it.

4. Devise class into three groups. Have one group investigate and analyze the effects of urbanization on family functions. Have the second group investigate and analyze the effects of technology on family functions. Have the third group investigate and analyze the effects of mobilization on family functions. When completed, report their findings to the class and discuss.

5. Role-play: Create a situation involving how family structure can be affected by illness or disability of a family member, over-involvement in business, over-involvement in social activities, or a delinquent act.

6. Devise a collage to show environmental factors which influence our attitudes toward sex (family, peer group, church, advertisements, television).

7. Debate: Is marriage necessary?

8. Conduct a panel discussion on the statement: "The family is an educational agency."

9. Devise a survey and have class members interview parents and tabulate the findings, using the following questions:
   Do you think children tend to feel more secure if they are disciplined? Why or why not?
   What methods of discipline do you feel may be best?
   Should parents "practice what they preach?" Why or why not?

10. Invite a recently married couple to speak to the class on the following:
    Our ideas of married life before marriage...now.
    Invite a couple married 5 to 10 years to speak on the same topic. Afterwards, have students analyze and account for the similarities and differences presented.

11. Have selected students compile a report on the costs of marriage: perhaps for a simple civil ceremony, a small church wedding (25 to 50 people), and a larger wedding (100 +). Report to class.

12. Construct a graph showing the divorce rates for inter-faith, inter-racial, teen-age marriages and those between older aged couples.

13. Compare and contrast the advantages and disadvantages of arranged marriages and love-marriages.

14. Construct a check-list of traits that you would look for in selecting a spouse. Be prepared to explain why.

15. Divide the class into small groups. Have each report on the purposes of one of the following:
    - dating
    - courtship
    - engagement
    - wedding
    - honeymoon
    - marriage
    - family

16. Assign a research report on how each of the various factors relates to family planning:
    - religion
    - economics
    - health
    - fertility
    - sterility
    - career
    - age

17. Make a check-list of the various roles which a husband and wife play in their normal lives. Discuss changing roles.

18. Research the topic: Why the female is a more complex biological creature.

19. Have students write a list of the male and female sexual anatomy as the student knows them. (Not to be signed or graded.) From this, construct a list of the proper terminology.

20. Debate: "Premarital sex is okay if the couple loves one another."

21. Review research on how conception occurs and what is believed to transpire at the "moment" of conception.

22. Discussion of prenatal development and the process of childbirth.

23. Determine and analyze the difference among love, lust, romance, and infatuation.

24. Panel discussion on topic: "A broken engagement is better than a bad marriage."

25. Have students list factors they believe would represent a danger signal during engagement. Analyze after compiling.

26. Group analysis of the statement, "We grow into, rather than fall in love."

27. Role-play: Select three students, one as a father, one as a mother, one as a daughter. Have the daughter present the problem that she is pregnant... mother and father reaction, and daughter answering. Have this portrayed twice - one emotional reaction and one based on logic. Have remaining members of class analyze each situation.

28. Invite a person who has functioned in marriage counseling to speak to the class on the topic of communication in marriage. Have students analyze after.

29. Panel discussion on buying vs. renting a home.

30. Debate: "Abortion should be declared illegal."

31. Debate: "People fail, not marriages."

32. Have class react to: "The best way to solve marital problems is to change yourself, not your spouse."

33. Individual investigation and report on the double standard in American society.

34. Have students, using an anatomical graph or chart, explain how conception occurs; how the embryo and fetus develop, and childbirth occurs. (May be done as an individual test.)

35. Invite school nurse to speak on the importance of prenatal care in the development of a healthy baby.

36. Have students develop a crossword puzzle consisting of family life and human sexuality terminology.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore, MacMillan Company

Health for Effective Living, Johns, Sutton, Webster; McGraw-Hill Company

Marriage and Family Living: A Self-Other Fulfillment, Porterfield; Davis Pub.

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Pamphlets:

ABC's of Birth Control, BOCES #P-96

Birth Defects - Guide on Human Chromosome Defects, BOCES #P-11

Confidential, BOCES #P-121

The Family Planning Clinic, BOCES #P-93

Genetic Counseling, BOCES #P-119

Leaders Alert Bulletin (25) Pre-Natal Care To Prevent Birth Defects, BOCES #P-115

Leaders Alert Bulletin (27) Progress in Prevention of Birth Defects, BOCES #P-116

The Modern Baby, BOCES #P-86

Modern Methods of Birth Control, BOCES #P-95

Selected New York State Abortion Clinics, BOCES #P-94

Travel Time, Nine Months, BOCES #P-113

Films:

About Conception and Contraception, BOCES #831-374, 11 minutes

Adolescent Sexual Conflict: Are We Still Going to the Movies?, BOCES #832-373, 14 minutes

Close Feelings, BOCES #832-17, 11 minutes

The Game, BOCES #843-9, 28 minutes

Films: (Cont.)

Homosexuality: What About McBride, BOCES #832-300, 14 minutes

Lavender, BOCES #832-316, 13 minutes

Merry-Go-Round, BOCES #843-28, 23 minutes

Methods of Family Planning, BOCES #832-180, 18 minutes

Phoebe, BOCES #843-15, 29 minutes

Games:

Cycle, BOCES #110-21

Man and Women, BOCES #110-27

Charts:

Human Reproduction, BOCES #CH-3

Models:

Human Development Models, BOCES #MO-1

ENVIRONMENTAL, PUBLIC AND WORLD HEALTH

OVERVIEW

The existence of man depends upon his interrelations with the environment including both the inorganic world and other organisms.

The dynamic growth of the United States' economy and the constancy of technological advances have created a better life for all Americans and have radically altered the environment. This growth and advancement has also created new problems at a rate sometimes more rapid than control measures can be devised to deal with them. A rapidly increasing population, air pollution, inadequate waste disposal, the development of synthetic organic chemicals, and the increasing use of radioactive substances are but a few of the developments that have imposed new problems in society.

There is no logic in polluting our environment and making it unfit for habitation. There is no sense in subjecting ourselves to the physical, mental and financial pressures which environmental pollution places upon our health and well-being. We need not endure a foul environment as the inevitable price of industrial growth and economic progress.

Environment may be evaluated in terms of physiological and psychological responses of man to physical, chemical and biological stimuli.

Each student should be allowed to explore and evaluate the community's and world's organization, problems, and viewpoints. He needs to be guided to realize that he is an integral part of his community and that he can and does effect the health conditions within the community.

OBJECTIVES

Suggested Pupil Outcomes:

1. Define terminology pertaining to environmental and public health.
2. Engage in discussion about population increase and its effect on the environment and the humans within it.
3. List the main sources of pollution in the environment.
4. Relate the community responsibilities for water purification, air purification, and sewage treatment.
5. Identify the health problems related to space travel.

6. Investigate the services of the federal, state and local health departments.

7. Identify and analyze international health problems.

8. Explain the roles of the various international health organizations.

MAJOR CONCEPTS

1. Many of the present environmental health problems began hundreds of years. in the past.

2. The newly governing factor in today's world is its population - its size and distribution.

3. The food supply for metropolitan areas presents an increasing number and variety of public health problems.

4. As man has increasingly triumphed over climate problems, pestilence, and famine, he has created an environment which introduces new hazards to human health.

5. The effects of pollutants on health, whatever their nature, are both direct and indirect.

6. There is a need for the establishment of air quality standards in terms of known and suspected effects on what is necessary for the protection of human health and welfare, agriculture and property.

7. Conservation and control of water and air affect our world community.

8. Medical science is actively engaged in research linking air and water pollution to specific diseases.

9. Science, industry, and the individual need to work together to solve the pollution problem.

10. Communities need cooperative planning to enhance health.

11. Personal health and community health are interwoven with world health.

12. Total health transcends local, state, national, international, and political boundaries.

13. Protection and promotion of health is an individual, community, and international responsibility.

CONTENT OUTLINE

I. Environmental Terminology

II. Environmental Factors Affecting Health
- A. Population increase and ecology
- B. Industrialization
- C. Urbanization

III. Pollution (Types, Sources, Harmful Effects, Control)
- A. Air
- B. Water
- C. Sewage disposal
- D. Pesticides
- E. Radiation
- F. Noise
- G. Insects, vermin and vectors
- H. Housing
- I. Garbage and refuse disposal
- J. Occupational
- K. Chemical
  1. Lead poisoning
  2. Mercury poisoning
  3. Others

IV. Space Age Travel and Health
- A. Difference between space and atomsphere
- B. Major health problems involved in space travel
  1. Supplying oxygen for respiration
  2. Removing excess carbon dioxide (CO_2) and water vapor
  3. Providing rood and water for nutrition and body processes
  4. Removing liquid and solid body wastes
  5. Dealing with weightlessness
  6. Maintaining proper temperature range
  7. Preventing bodily damage from extremes in pressure during accelerations and decelerations
  8. Preventing exposure to harmful radiations
  9. Keeping proper atmospheric pressure conditions to permit normal body functions
  10. Overcoming psychological obstacles - lonelines, altered day - night cycles, boredom, stress, new eat-work-sleep cycles
  11. Keeping noise and vibrations from reaching harmful levels
  12. Lack of physical exercise
  13. Vision problems
  14. Traffic problems or accidents in space
  15. Possible harmful organisms
- C. Contributions of the space program to medicine and man

V. Public Health Control Agencies in the United States
   A. Federal
   B. State
   C. Local
   D. Others
      1. Endowed - foundations and philanthropies
      2. Professional
      3. Voluntary
      4. Labor and business groups
      5. Civic and social groups

VI. World Health History

VII. World Health Problems
   A. Population
      1. Nutrition
      2. Housing
      3. Medical services
      4. Low income
      5. Illiteracy
   B. Environment
      1. Air
      2. Water
      3. Soil
   C. Disease
      1. Communicable
      2. Non-communicable
      3. Degenerative
   D. Natural disasters
      1. Floods
      2. Earthquakes
      3. Hurricanes and various storms

VIII. International Organizations
   A. W.H.O.
      1. Membership
      2. Purpose
      3. Function
      4. Financing
   B. Pan-American Health Organization
   C. UNESCO (United Nations, Economic, Social and Cultural Organization)
   D. UNICEF (United Nations International Children's Emergency Fund)

IX. Research and Education on Health Status
   A. Appraising a nation's health
   B. Morbidity studies
   C. Mortality rates
      1. Specific rates for diseases
      2. Rates of sexes
      3. Rates of infants
      4. Rates for races
      5. Rates for single, married, widowed and divorced
   D. Life expectancy rates
   E. Age distribution of population
   F. World distribution of population
   G. Collecting of vital statistics

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LEARNING AND EVALUATIVE ACTIVITIES

1. Assign the book "The Population Bomb" by Paul Ehrlich. After reading the book, divide the class into smaller groups for an analysis and discussion of Ehrlich's findings. Then come up with an overall class analysis.

2. Have the class prepare a "running check list" of all the various environmental factors that affect health.

3. Construct a bulletin board display using pictures to illustrate the common sources of air pollution (water, noise, etc. may also be used). Key the pictures to phrases which explain each cause.

4. Divide the class into two groups. Have one group do individual research and submit written reports on the direct effects of air pollution on man, (i.e. specific diseases). Have the other group do individual research and submit written reports on the direct effects of water pollution on man, (i.e. specific diseases).

5. Investigate and orally report on the advantages and disadvantages of primary, secondary, and tertiary sewage treatment facilities.

6. Investigate what legislation has been prepared on the local, state, and national scenes relating to air and water quality control. Report findings to class.

7. Have a student group report on the various agencies, public and private, and their roles in helping to combat pollution problems.

8. Research the functions of the United States Public Health Service.

9. Have a class group visit a water treatment plant and report their findings to the class. They should consider: methods of treating water to make it safe for human consumption; additives in water not directly related to its purity, and possible problems to be faced in the future for providing fresh water.

10 Have the class determine an area sorely lacking in some phase of anti-pollution legislation. Devise proper legislation. Write to your Congressman telling why the need, and offer the class's legislation for consideration.

11. Construct a bar graph of life expectancies in developed and developing nations. Make it large enough to be included as part of a bulletin board display. (Source: World Health Organization, 1501 New Hampshire Avenue, N.W., Washinton, D.C. 20006.)

12. Role-play: A nutrition expert from the W.H.O. staff tries to convince a village woman that if she will cook her vegetables instead of serving them raw, she can protect her family against some diseases associated with improper preparation. Language is no barrier, but the village woman knows nothing of diseases she can't see. Each player should then tell how he felt about his role, and then the entire class can react to the entire role-playing situation.

13. Using a large world map, locate areas of major world health problems. Use color-coded pins to mark these areas. Information may be gained from publications of the World Health Organization.

14. Have students with interest in photography take photos of various familiar sites of pollution around the community. Make a bulletin board display. Have other class members attempt to identify the sources and develop what they feel to be practical and feasible solutions.

15. Visit local sewage treatment plant. Note size of community it serves; type of treatment performed; adequacy of treatment; disposal end-products; governmental regulations, and any specific problems.

RESOURCES

Books:

Environmental Education: Instructional Activities, New York State Education Department

Health: A Quality of Life, John Sinacore, MacMillan Company

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Tune Into Health, Telice and Carolan, College Entrance Book Company

Films:

Automania 2000, BOCES #831-210, 10 minutes

Boomsville, BOCES #831-209, 11 minutes

Controversy Over Industrial Pollution, BOCES (video cassette), 17 minutes

Dehumanizing City, BOCES #832-211, 16 minutes

Man's Natural Environment: Crisis Thru Abuse, BOCES #333-95, 26 minutes two filmstrips and 2 records

Noise: Polluting the Environment, BOCES (video cassette), 16 minutes

1985, BOCES #832-138, 832-139, 832-140, 56 minutes, 3 reels

Games:

Balance, BOCES #110-19

Baldicer, BOCES #110-17

Conflict, BOCES #110-17

Earth Resources Monitoring From Space, BOCES #110-32

Planet Management Game, BOCES #110-9

Pollution, BOCES #110-8

Star Power, BOCES #110-18

CONSUMER HEALTH

OVERVIEW

Sound health is something everyone desires but cannot buy. Every day, choices and decisions representing our investment in health confront us. The appraisal, selection and use of health information, products and services influence one's state of physical, mental, and social well-being and comprise that area of the health education curriculum called consumer health. The student consumer of today will be the adult consumer of tomorrow, and the patterns established early as a selector and purchaser may be unconsciously carried into later life. Purchasing habits should be based from the beginning on sound knowledge and criteria. Scientific fact, truth, and sound criteria must deal with half-truths, pseudo-science, false concepts and outright quackery.

Consumer organizations and governmental agencies are endeavoring to help the purchaser to learn how to spend money wisely and how to distinguish between useful and effective consumer products and services and those which may be useless or even harmful. The educated consumer is his own best protection and no where is this more true than in the area of health where decisions can literally become a matter of life or death.

OBJECTIVES

Suggested Pupil Outcomes:

1. Conclude that comprehensive health care requires effective programming, accessibility to services and quality personnel.
2. Evaluate old myths and cures.
3. Identify the dangers in cancer, arthritis and other quackery devices and procedures.
4. Evaluate reliable and unreliable health information and advertising and their effects on consumers.
5. Evaluate the dangers of medical neglect, self-diagnosis and self-treatment.
6. Investigate the various medical and para-medical specialists.
7. Appraise and evaluate health care delivery systems.
8. Identify the functions of consumer organizations and health agencies and their responsibilities in supporting and promoting health programs.
9. Conclude the importance of food standards and other governmental regulations for protecting consumers under federal laws.

10. Examine various types of health insurance programs - state, federal and private.

11. Analyze major trends in medical care practices.

MAJOR CONCEPTS

1. Health products such as food, food additives, cosmetics, drugs, and medications are often selected on the basis of hearsay, emotional feelings, past experiences, social forces and pressures.

2. Any disease with an unknown etiology and no known sure cure is prey to unscrupulous tactics by quacks.

3. Exaggerated reports of medical information or false advertising may result in emotionally based desires for products or services.

4. Practices of manufacturers reflect consumer wishes and demands.

5. Reliable sources of health information can help the consumer use established criteria to judge health products and services.

6. Self-diagnosis and self-medication may endanger health.

7. Professionally developed codes exist for the practice of medicine, dentistry and allied health professions.

8. Health problems are best dealt with by appropriate specialists.

9. A significant portion of one's lifetime income is spent for health and medical care.

10. Medical care insurance is of two basic types: voluntary health insurance and compulsory health insurance.

11. Wisely purchased health insurance contributes to individual and family security.

12. There are a variety of forms of Health Services available to families in most areas of the country.

13. Standards for the processing and labeling of foods, drugs and cosmetics are defined by the Food and Drug Administration.

14. Health agencies and legislation help protect the consumer from fraudulent and harmful products and services.

15. Organizations, agencies and laws are society's methods of protecting the health of the individual and the community.

CONTENT OUTLINE

I. Highlights in History of Health Information
   A. Old myths and cures
   B. Old myths give way to scientific developments

II. Evaluation of Health Information
   A. Pseudo-scientific practices
   B. Quackery

III. Influences on Consumer Behavior
   A. Psychological considerations
   B. Information on consumer behavior
   C. Advertising and selling approaches
   D. Health information
      1. Self-diagnosis
      2. Self-treatment

IV. Health Personnel and Medical Care
   A. Physicians and dentists
   B. Para-medical specialists
   C. Other health personnel
   D. Medical care
   E. Insurance
      1. Health (Private)
      2. Medicare
      3. Medicaid
   F. Health facilities
   G. Trends in health care programs
   H. Distribution of health personnel and delivery systems

V. Consumer Protection
   A. Federal agencies
      1. Food and Drug Administration
      2. Federal Trade Commission
      3. Post Office Department
   B. Commercial
      1. Better Business Bureau
      2. Consumer groups
   C. Professional groups
      1. American Medical Association
      2. American Dental Association
   D. Voluntary agencies
      1. Examples
      2. Purposes and functions
   E. Various health and health-related agencies serving Cortland County citizens

LEARNING AND EVALUATIVE ACTIVITIES

1. Discuss emotional influence of advertising (TV, magazines, etc.) on consumer health purchasing.

2. Have the students form the habit of looking for and collecting news and magazine articles relating to health services and products.

3. Discuss the role of education, socio-economic link, peer group influence, and effects of advertising on consumer buying habits.

4. Have students select a specific health problem, i.e. overweight, skin problem, dandruff; write a paper on how they seek health information, select a doctor.

5. Find some examples of advertised products in newspapers or periodicals in which the manufacturer attempted to satisfy a current fad. (i.e. curbing smoking habit; controlling overweight.)

6. Have student reports on specific health agencies - their role and functions as organizations.

7. Discuss: "What is the difference between information gained from parents and friends; television, radio; newspaper and magazine; from scientific sources and from other non or pseudo-scientific sources. Evaluate knowledge imparted and motives involved.

8. Have students prepare a class list of the various types of doctors and health specialists. State the special function of each. Then, have students check the local yellow pages to determine how many and what types of physicians are listed as practicing in this county.

9. Collect food and patent medicine labels, discuss importance of the directions, listing of ingredients and comparative costs, etc. View film: "The Great Label Mystery".

10. Discuss how family, friends and neighbors influence use of health information.

11. Discuss the social, emotional and economic reasons why people go to quacks. Include such areas of quackery as food, drugs, gadgets, etc.

12. Discuss the statement: "He who has himself for a physician, has a fool for a patient."

13. Review the sources from which you can obtain reliable unbiased health information as - own physician, local medical society, Better Business Bureau, American Medical Association, Federal Food and Drug Administration, etc.

14. Review court cases on the sale of fraudulent health products and devices. (Listed monthly in FDA papers.)

15. Review safety precautions in taking medicine, also safety precautions to be taken with medications in the home. Include the importance of reporting unusual reactions of persons to medications prescribed by a physician.

16. Investigate the use of statistical statements in advertising. Ask questions. Who says so? How does he know? What's missing? Does it all make sense?

17. Discuss the dangers of ignoring illness and unusual symptoms, and the importance of giving accurate information of all symptoms to a physician.

18. Have class develop criteria to judge qualifications of individuals, manufacturers, and distributors recommending, prescribing or administering health products.

19. Assume you are moving to a new community with your family. Describe the procedure you would follow in choosing medical and dental care advisors. Include: When should you institute this search? What sources of information would you use to make your decision?

20. Have students bring in all the "junk" mail their families receive in one week. Analyze. How much is health-related? What types of products or services are most common? What techniques are used in the appeals to the consumer?, etc.

21. Discuss criteria for identifying a health quack. Discuss where and how to report illegal and unethical practices.

22. Develop a list of health services that are available in the local community.

23. Organize a field trip to or invite speakers from hospitals, clinics, other sources or organizations.

24. How can an individual evaluate and select an insurance coverage program? Use outside speakers, i.e. local medical society, insurance agencies.

25. Conduct a debate: Compulsory or public health care insurance vs. voluntary health care insurance.

26. Familiarize the students with the Food Additive Amendment of 1958 and its effects on the consumer and food technology.

27. Research paper on food laws and standards suggested by the World Health Organization or United Nations scientific organization.

28. Interview several adults; inquire as to TYPE of medical care insurance coverage they have and the underlying reasons for selection of the particular type.

29. Obtain some samples of insurance policies, analyze in terms of their coverage, read the small print. Divide into categories of voluntary and compulsory.

30. Make a report in chart form on the major categories of medical care insurance, their advantages and disadvantages.

31. Select three career interests and write a short paper on the qualifications needed, training required, license (if required), functions of and possible need for such personnel.

32. Form committees to collect data and report to class on the incidence of diseases and other health problems in the United States and other countries showing the need for qualified health-trained personnel.

33. Collect pamphlets and other materials on all fields which relate to health. Investigate funds, grants, and scholarships in health careers.

34. Ask librarians to suggest books on biographies of men and women who have contributed to the health fields.

35. Organize field trips to interview individuals in various professions and occupations; report back to class.

36. Develop showcase displays on health careers for School Career Day or for National Career Week.

RESOURCES

Books:

Consumer Concerns, The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, New York 12224

Health: A Quality of Life, John Sinacore, MacMillan Company

Magic, Myth and Medicine, Donal T. Atkinson; Greenwich, Connecticut, Fawcett Company 1956

The Medicine Show, Editors of Consumer Reports, Mt. Vernon, New York, Simmon and Schuster, 1963

The Miracle of Health, Rene J. Dubos, New York, Doubleday, 1959

The Nuts Among the Berries, Ronald M. Deursch, New York, Ballatine Books, 1961

Remedies and Rockets, James Cook, New York, Warton, 1958

Tune Into Health, Felice and Carolan, College Entrance Book Company

Pamphlets:

Chamber of Commerce
Co-operative Extension
Insurance Companies

The Blue Cross Story, BOCES #P-80

The Hospital People, BOCES #P-82

The Job You Want, BOCES #P-106

Films:

Advertising: Information, Persuasion or Deception, BOCES #832-273, 12 minutes

Consumer Education: Budgeting, BOCES #832-132, 12 minutes

Consumer Education: Installment Buying, BOCES #832-133, 13 minutes

Consumer Education: Retail Credit, BOCES #831-154, 11 minutes

Consumerism: Let the Seller Beware, BOCES #832-234, 22 minutes

Harold and Cynthia, BOCES #831-348, 9 minutes

Intern: Long Year, BOCES (video cassette), 20 minutes

Films: (Con't.)

Is a Career in the Professions for You?, BOCES #832-312, 16 minutes

Journey into Darkness, BOCES #833-116, 30 minutes

Rescue Squad, BOCES (video cassette), 14 minutes

There is a Law Against It, BOCES #831-350, 8 minutes

Game:

Consumer, BOCES #110-003

SAFETY, FIRST-AID, SURVIVAL EDUCATION

OVERVIEW

One of the most important problems in modern American life is the vastly increasing number of accidents from all sources. Therefore, it becomes imperative that students become aware of and proficient in recognizing the causes of accidents and how they may be avoided. It is of equal importance that they be able to render emergency medical aid to those persons who become victims.

The decision-making process becomes significant in the recognition and treatment of injuries. The individual needs to be aware of the proper techniques to use.

Furthermore, while living in a fast-paced world of international uncertainity, students should be prepared to face diasters and handle situations which might conceivably arise from these diasters.

Since the United States is a highly mobile society, it is important that people be prepared to handle the diasters which stem from natural phenomena in all parts of the nation.

The school must assume a position of leadership in instructing young people to prevent accidents; recognize, appraise, and make accurate decisions in emergencies; prepare for catastrophes, and be capable of administering aid to the injured.

OBJECTIVES

Suggested Pupil Outcomes:

1. Identify the various conditions in daily living which produce hazardous situations.

2. Develop a program of preventive measures which will assist in making one's environment safer.

3. Prepare oneself to select and utilize the proper first-aid techniques most important in preventing further injury and/or death.

4. Analyze those situations which necessitate the movement of injured persons from the source of their injury.

5. Determine the appropriate methods of transporting injured persons and necessary precautions.

6. Determine the effects of atomic, biological, and chemical warfare on man, plants, animals, and the environment.

7. Appraise the effectiveness of fallout shelters and other preventive measures in offering protection from A-B-C warfare.

8. Establish fundamental aid and preventive procedures which may be used in situations of natural catastrophes.

9. Identify the mobilization procedures for civil disasters.

10. Acquire the necessary knowledge required for emergency childbirth situations.

MAJOR CONCEPTS

1. Accidents account for great losses of time, money, and human resources.

2. Certain factors contribute to motor vehicle, home, school, and occupational accidents, but action can be taken to cut down the toll.

3. Highway safety is primarily the responsibility of the individual driver.

4. Most highway accidents are preventable.

5. Recreational activities can be safer and more enjoyable through the knowledge and practice of safety rules.

6. It is vital that the individual know how to administer first-aid during an emergency, while awaiting qualified medical attention.

7. The transport of injured persons from the scene of an accident in order to save the victims from further injury or possible death may be necessary.

8. Individuals should be aware of the fact that it is possible to survive the effects of atomic, biological, and chemical warfare.

9. A responsible person prepares himself for emergencies and disasters.

CONTENT OUTLINE

I. Safety Education
   A. Purpose
   B. Causes of accidental injury and death
   C. Incidence of accidents in U.S.
   D. Responsibility for resolving accident problems
   E. Selected accidents (causes and prevention)
      1. Motor vehicle
      2. Home
      3. Recreational
      4. Occupational
      5. School

II. First-Aid Education
   A. Review basic principles of first-aid
      1. Definition
      2. Importance of knowledge
      3. General first-aid procedures (Review)
         a. Bleeding
         b. Stoppage of breathing
         c. Burns
         d. Poisoning
         e. Wounds
         f. Fractures
         g. Shock
      4. Transportation of the injured
         a. Determining the need to and when to transport
         b. Methods of transport

III. First-Aid For Natural and Man-Made Catastrophes
   A. Nuclear warfare
      1. Medical problems
      2. Psychological problems
      3. Protective measures
         a. Immediate
         b. Long-range
   B. Biological warfare
      1. Medical problems
      2. Protective measures
   C. Chemical warfare
      1. Types
      2. Protective measures
   D. Earthquakes
      1. Predictions
      2. Safety measures
   E. Hurricanes
      1. Forecasting
      2. Safety measures
   F. Tornadoes
      1. From out of nowhere
      2. Safety measures

G. Winter storms
    1. Weather forecasting
    2. Stocking up
    3. Safety measures
H. Floods
    1. Prevention
    2. Safety measures

IV. Survival Education
A. Civil Defense Office
B. Red Cross

V. Alert Communications
A. EBS (Emergency Broadcast System)
B. Local radio/TV stations
C. Ham radio operators

VI. Emergency Childbirth
A. Statistics
B. Review of female anatomy and reproduction
C. Birth Process
    1. Labor (Stages)
    2. Delivery
        a. Preparation of mother
            1. Physical
            2. Mental
        b. Necessary materials
        c. Procedures
    3. Immediate care of new-born
    4. Post-natal care
        a. Placenta delivery
        b. Complications
            1. Mother
            2. Child
    5. Multiple pregnancy

LEARNING AND EVALUATIVE ACTIVITIES

1. Have a student committee develop a bulletin board display on accident rates for different ages; injuries from accidents; costs of accidents (loss of income and medical costs); comparison of deaths from diseases and accidents, etc.

2. Have the students conduct an "accident hazard survey" in their own homes. They should list the hazard, its source, and devise a preventive measure to eliminate the hazard. The students may conduct a similar "accident hazard survey" within the school and on the school grounds. Using the same format above, they could then report their findings to the building principal and/or the maintenance chief.

3. Invite the driver education instructors to class to speak on the causes of motor vehicle accidents.

4. A similar activity would be to invite the school nurse, coach, and industrial arts instructor to speak to the class on their experiences with accidents relating to the school.

5. Appoint a student to consult the local fire department and find out the causes of the fires which occurred during the past year. Report the information to the class.

6. Have each student devise and illustrate a plan of escape which could be used if their house were to catch on fire during the night.

7. Have small class groups devise a safety check list for various activities (operating an outboard motor; a power mower; storing paint materials, etc.). Have this check list put on a mimeo master, duplicated, and made available to people in the community.

8. Have the class make a list of the contents to be found in a good home medicine cabinet. Devise the same for a travel kit. Also, prepare and implement such a kit to be assigned for possible classroom use.

9. Divide the class into small groups. Have each group, in turn, practice the various techniques for transporting injured persons from the source of their injury.

10. In small groups, have class members practice administering first-aid to "victims" in supposed motor vehicle accident situations. (Instructor may give out 3 x 5 cards with assumed injuries on them, and class members respond.)

11. Given certain conditions such as assuming one moves into an area where floods, tornadoes, hurricanes, earthquakes, and blizzards are prevalent, have the students devise a check list of the various preventive measures which could be taken.

12. Have class divide into groups. Have one group investigate the construction of a simple home fallout shelter; construct a schematic design for it, and make a model. A second group could research the necessary materials, supplies, and equipment for the shelter, and prepare a list adequate for two weeks duration.

13. For the artistic class members, a bulletin board display could be devised using graphic arts to show the types of bursts; the fallout patterns; the radiation factors relative to time, distance and shielding; and how some fallout shelters might look.

14. Have students construct a crossword puzzle relative to the terminology of education for survival.

15. Invite ambulance attendants or members of a local emergency squad to speak to the class on types of situations where the transport of an injured person is necessary, and the types of carry to be used. Also, discuss the first-aid techniques used for motor vehicle injuries.

16. Have a student devise a poster which lists the general factors that should be considered before t_ansporting an injured person.

17. Give each student several accident situations and have him select three and relate the first-aid procedures to be followed.

18. Devise accident situations and have the student <u>actually</u> apply the needed first-aid, explaining as he does.

RESOURCES

Books:

Health: A Quality of Life, John Sinacore, MacMillan Company

In Time of Emergency: A Citizen's Handbook on Nuclear Attack and Natural Disasters, US Department of Defense

Modern Health, Otto, Julian, Tether; Holt, Rinehart, Winston

Safety and First Aid, Jones, Shainberg, Byer Canfield Press

Standard First Aid and Personal Safety, The American National Red Cross 1973

Tune Into Health, Telice and Carolane, College Entrance Book Company

Pamphlets:

Family Guide: Emergency Health Care, Civil Defense Office, BOCES #P-29

First Aid Manual, American Medical Association, BOCES #P-28

Guide for Self-Help and Neighbor Help for the Injured, Civil Defense Office, BOCES #P-31

Psychological First Aid in Disasters, BOCES #P-22

What To Do In A Disaster, Civil Denfense Office, BOCES #P-30

Films:

Breath of Life, BOCES #832-286, 16 minutes

Fire: Not In My House, BOCES #831-363, 11 minutes

Healthful Living In Emergencies, Civil Defense Office, Court House

Honda Safety, (motorcycles), BOCES #832-283, 832-284, 2 reels, 45 minutes

Lady Beware, BOCES (video cassette), 16 minutes

Motorcycle Safety, BOCES (video cassette), 14 minutes

Play Safe, (snowmobiles), BOCES #832-100, 20 minutes

Pulse of Life, Civil Defense Office, Court House, BOCES (video cassette), 27 minutes

Films: (Con't.)

Rescue Squad, BOCES (video cassette), 14 minutes

Water: Friend or Foe, BOCES #83[illegible]-141, 23 minutes

Kits:

Practoplast, BOCES #123-21

Resusci-Anne, BOCES #12[illegible]-20

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